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ABSTRACT

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides teachers with instructional materials concerning the current status of men and women in several areas of life. Designed for individualized student instruction, the six units included cover the following topics: (1) physical and behavioral differences between men and women; (2) the meanings of stereotyping, discrimination, and sexism; (3) sex bias, stereotyping, and discrimination in the work force, using statistical data to show the impact of these factors; (4) sex stereotyping and minority groups, emphasizing the double discrimination that minority women face; (5) sex stereotyping in school, examining the stereotyped behavior, attitudes, and values that schools either teach or reinforce; and (6) the illegality of sex discrimination. Each unit is introduced by materials intended for the teacher's use: the unit's educational aims, a general introduction, specific educational objectives, an abstract, suggestions for teaching preparation, key concepts, additional student activities, learning time required, evaluation methods, and additional reference sources. The student materials in each unit are formatted as follows: the unit's objectives, small informative segments including self-check questions with answers, and a post-test. (ELG)

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ELIMINATING SEXISM: REWRITING THE SCRIPTS

An Information Guide to Sex Stereotyping,
Sex Bias, and Sex Discrimination

Instructor's Manual

Rose M. Etheridge

Eric Rice

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ELIMINATING SEXISM: REWRITING THE SCRIPTS

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INTRODUCTION

Aims

What are some of the aims of a series of materials entitled, Eliminating Sexism: Rewriting the Scripts? First, these materials are intended to direct systematically the attention of students to a major contemporary social issue -- sex stereotyping and sex discrimination. Most students, although having an awareness of sex stereotyping and sex discrimination, probably have not considered this social issue thoroughly and/or in an organized manner. It is hoped that students who use these materials will come to a fuller understanding of how a society can be characterized by its attitudes toward and its treatment of categories of people. To state it another way, these materials aim to increase student awareness of societal stereotyping and discrimination. The primary objective is informational.

A second aim, more specific than the first, is to increase student awareness of and sensitivity to particular instances of sex stereotyping and sex discrimination. These instances include stereotyping and discrimination in the world of work, family, school, social relationships, and in the legal arena. Additional emphasis is given in each instance to stereotyping and discrimination as it affects jobs and occupational choices. Again it is the authors' intention that the student will come to an understanding of the social nature of sex stereotyping and sex discrimination within these areas.

A third aim of these materials is to help students understand how sex stereotyping and sex discrimination influence the beliefs, actions and choices of individual women and men within a society. The general assumption has been that sex bias, discrimination and sexism are of primary concern to females since they have been the more vocal and outspoken group on the topic. This material aims to broaden this perspective by demonstrating that males suffer from sexism, sex bias and sex discrimination as often as women do although in a different way. It is the authors' intention that

as a result of such an approach, all students will view sexism, sex bias and discrimination as a human problem rather than a strictly female problem.

Fourth, and in conjunction with the third aim, these materials encourage students to reach a more critical understanding of their own beliefs, attitudes and judgments. Such understanding will assist the individual student not only in evaluating personal stereotypes and biases but also in making decisions concerning behavior and life choices.

These aims represent only few of the benefits and understandings we hope students will acquire from working with these materials. However, the aims do specify, in a general way, some of the outcomes we anticipate. More specific objectives are included for each unit.

A Profile

This set of materials entitled, ELIMINATING SEXISM: REWRITING THE SCRIPTS, consists of six instructional units that present information pertaining to the current situation of women and men with respect to several topics within the issue of sex stereotyping. The units/topics are (1) Differences Between Females and Males, (2) Stereotypes, Discrimination and Sexism, (3) Sex Bias, Sex Stereotyping and Sex Discrimination in the Work Force, (4) Sex Stereotyping and Minority Groups, (5) Sex Stereotyping in the Schools, and (6) Sex Discrimination and the Law.

These materials are designed to satisfy several considerations. First, the target population for whom these materials are developed is composed of students between the ages of 15 and 20. Most of these students should have few difficulties with the vocabulary and sentence structure since the readability of these materials is comparable to that of public newspapers and a glossary is attached. In addition, the examples and illustrations are, for the most part, geared toward situations within the interest realm of this target population. In conjunction with this consideration, the developers of these materials have attended to the use of the term sex. No where is the term sex used untastefully or in a manner

that could cause embarrassment. It merely refers to gender. Further, the term is gradually introduced through the progression of the materials. This progression should serve as a desensitizing technique for those students for whom the word sex has held previous connotations.

Second, the complexity of the content is minimized by dividing the materials in each unit into smaller segments. Each segment focuses on one of the several themes within the unit. Additionally, each segment concludes with several quetions which permit the students to assess their own progress.

Third, these materials are designed to meet the criteria for individualized instruction. That is, they have been organized on the basis of aims, objectives and sequenced segments such that the learning outcomes are intentional to, understood by and appropriate for each student in the class. The learning tasks along with the learner's behavior and the teacher's behavior have been specified for the individual learner. The fact that these materials are individualized does not mean that the student is required to work alone. Individual activity may or may not be individualized instruction just as individualized instruction may or may not be individual activity. Learners can work at their own rate; the teacher is free to diagnose problems and offer assistance on an individual basis.

Fourth, the intent of Eliminating Sexism: Rewriting the Scripts is to provide students with information concerning the current status of men and women in several areas of life. Opinions, self-appraisal, occupational and life choices, values, expectations, and so forth should be supported by an understanding of the facts. Although these materials are predominantly informational, they do create opportunities for students to draw conclusions about the issues and to consider their own thoughts and values as well as to acquire basic content knowledge.

Finally, these materials have been designed such that the teacher's role is, at a minimum, that of guide. Minimum teacher responsibilities include familiarizing oneself with the materials, assisting students with

questions they may have and initiating an evaluation. The value of the learning experience, however, is greatly increased through additional teacher roles. The teacher is encouraged to orchestrate class discussions, either at those times where the materials suggest such activity or at those times when the students have an interest in delving further into an issue. Furthermore, the teacher has been provided additional activities and should introduce these as needed.

Organization: Sequencing and Format of Units

The student materials consist of six units which deal with sex stereotyping and sex discrimination. However, there are several reasons for avoiding the usage of these terms in the introduction of these materials to the students. First, these concepts have become so emotionally charged in our society that student preconceptions might act as barriers to a thoughtful consideration of the materials. Second, introducing conceptual tools before students understand the need for them may result in unnecessary confusion and difficulty. Third, many of the materials students use in schools begin with vocabulary building before arousing interest in the subject. This typical sequencing has turned many students off before they become engaged in the learning process.

In addition to these reasons, further considerations have dictated that the students' first introduction to Eliminating Sexism: Rewriting the Scripts, should be the unit entitled "Differences Between Females and Males." In keeping with the aim to increase student awareness of the social nature of sex stereotyping and sex discrimination, this unit emphasizes that many differences, both physical and behavioral, are due to the socialization patterns of a society. A second consideration is that this unit provides students with descriptive data designed to arouse questions and interest in the area of sex stereotyping, sex bias and sex discrimination. Furthermore, this unit presents students with the first indications that their behaviors, beliefs and judgments concerning sex differences may be oversimplified and false, two prime characteristics of stereotyping.

The second unit, "Stereotyping, Discrimination and Sexism," presents the major concepts used throughout the remaining units. Special attention is given to the following concepts -- stereotypes, discrimination, minority groups, sexism, sex bias, sex discrimination. The central focus of this unit is the development of a conceptual framework and a language which are used throughout the remaining units. A student should have thorough command of these concepts, both in terms of comprehension and usage, before continuing.

The third unit, "Sex Bias, Sex Stereotyping and Sex Discrimination in the Work Force," is the student's first systematic introduction to the use of statistical data as supportive of rigorous argument. Although complex, the importance of the issues addressed by this unit suggests that these materials be presented to the students immediately following the introduction of the conceptual framework.

Unit four, "Sex Stereotyping and Minority Groups," builds upon the previous unit. In pointing out the unique position of minority groups in the world of work, this unit assists students in refreshing and refining their understanding of unit three as well as introducing them to the plight of minority groups. Although units four, five and six could be presented in any order after the first three units have been completed, the sequencing which is suggested seems logical and perhaps most capable of holding student interest.

Although "Sex Stereotyping in the Schools" presents materials which are new, it also develops further many of the notions presented earlier. For example, the notion that individuals are socialized into female/male roles is given additional support by attending to the role schools play in this process. Additionally, the effects of stereotyping are reconsidered in the light of female/male behaviors in school.

The final unit, "Sex Discrimination and The Law," presents the topic of the illegality of sex discrimination. In so doing, this unit reinforces

the notion that sex stereotyping and sex discrimination is a social issue which influences individual lives. The reading difficulty of this unit is greater than that of the preceding units. Therefore, some teachers may choose to present these materials in a lecture or in a class discussion format rather than in the individualized format. The teacher is encouraged to address this topic since legislation and litigation present the two most socially acceptable and most publicized avenues to change in our social system.

The format of each unit is as follows:

1. Each student is administered a brief pre-test;
2. Each student is presented with the objectives of that unit;
3. The materials are then presented in small segments;
4. Each segment is followed by several questions with which students can check their recall and understanding of materials presented in that segment;
5. The answers are provided at the bottom of each SELF CHECK;
6. A post-test exercise follows each unit.

Two additional characteristics of these materials which should be noted are as follows. First, most of the tables are presented graphically for ease of understanding. Second, aside from the SELF CHECKS, there are several instances within the text when the student is questioned. In most of these cases, space has been provided for student responses.

Format of Teacher's Manual

This manual is designed to assist teachers in their preparation to use these materials. The preceding three sections have provided an overview of the aims of these instructional materials, their distinctive features and the sequencing and formats of the units. This overview was intended to familiarize the teacher with the nature of these materials as a total package. The following sections present information, ideas and suggestions

specifically related to each unit. These unit sections include the following topics.

1. The general aims of the unit are included.
2. An introduction identifies the topic of the unit and describes the placement of the topic and/or the rationale for including the topic.
3. A more specific listing of the educational objectives is provided. These objectives are also given to the students. These objectives are confined to the cognitive domain although affective indicators are included in the teacher materials for teacher use. Also provided is an indication of the mastery levels in terms of percentage of class membership and accuracy is specified.
4. An abstract or overview of the unit is provided.
5. Suggestions for the teacher's advance preparation are given.
6. Concepts and skills used in the unit are noted. It should be noted that these concepts are underlined when they first appear in the student materials.
7. Additional exercises and related activities are suggested which could be used to assist in the understanding and development of the units' material.
8. An estimate of the minimum student time requirement is included.
9. Evaluation suggestions are discussed and example evaluation procedures are provided.
10. Supplemental readings and references are listed.
11. Finally, the teacher is provided with a copy of the student materials.

Materials and Materials Distribution

It is noted that all teacher materials are typed in gothic type while all student materials are typed in regular elite type. Likewise, the page numbers in the middle of the bottom of the page are the total consecutive numbers for the Teacher's Manual while the number to the lower right is the page number for student materials. In reproducing the student materials for classroom use, the authors have found that using pastel paper assists in holding student attention and facilitates organizing each package of materials.

Language

Attention has been given to expunging sexist language from this text. Sometimes, the employed procedures may appear curious, but these are becoming standard English usage. The three most notable examples are (1) s/he for he, she or both; (2) "the student ... their" as a singular possessive pronoun; and (3) frequent use of plural pronouns. However, even with careful writing and editing, some inadvertent "slips" occur. You might ask students to look for and point them out as they work through the materials.

Unit 1: DIFFERENCES BETWEEN FEMALES AND MALES

TEACHER MATERIALS

Educational Aims

The aims of the materials included in this unit are as follows:

1. Examine the logical basis for differential behaviors of males and females;
2. Explore the impact that such differential behaviors have on the way in which females and males are treated;
3. Identify several of the elements in our society which teach and reinforce these behaviors; and
4. Indicate that societies with alternative behaviors for females and males do exist and function successfully.

Introduction

As the introductory unit to this set of materials, "Differences Between Females and Males" is designed to emphasize the social nature of sex stereotyping and discrimination. Socialization patterns and the behavioral expectations that are both cause and effect of such patterns are presented through examples that serve to arouse questions and student interest. Environmental and learning explanations for behavioral differences between females and males are favored over genetic or heredity explanations because the authors feel the more convincing arguments are on the environmental side of the question. The roles of schools and parents are noted in the socialization process. Lastly, mention of alternative female and male behaviors practiced in other societies is included as indicators that the typical/traditional female and male behaviors practiced in our society are not genetically determined.

Specific Objectives

Cognitive

1. Students will correctly answer 10 of the 12 SELF CHECK questions included in the unit in 15 minutes of class time. (80% of the students at the 80% level of accuracy.)
2. Students will recall correctly a minimum of five instances of behavioral differences between females and males as were suggested in the text in short answer form in 15 minutes of class time. (50% of the students at the 80% level of accuracy)

3. Students will suggest verbally three instances from personal experience of behaviors by females and males that are opposite the stereotypic ones indicated in the text. (50% of the students at the 100% level of accuracy.)

Affective

1. Students will volunteer information about their own family and/or experiences in which the suggested behaviors for females and males were displayed or in which they were reversed. (20% of the students.)
2. Students will volunteer questions about the relevance of heredity to female/male differences. (5% of the students.)
3. Students will mention that their attitude toward female and male roles is less stereotypic. (10% of the students.)

Abstract/Overview

Aside from physical differences, and in particular reproductive differences, there is little evidence to suggest that females and males are really different. Rather, the differences that are displayed are behavioral and/or behaviorally expected differences that are learned through the process of socialization. Many factors contribute to the teaching of differential behaviors including schools, parents, media and work. Among the contributory practices are such activities as play with certain toys as a child, teacher expectations about abilities, dress and language. These female/male behavioral differences are not predetermined by genetics; they are learned. Other societies such as some of the New Guinia tribes studied by Margaret Mead demonstrate that multiple variations on behaviors are possible.

Suggested Teaching Procedures

Advance Preparation

It is suggested that, at a minimum, each teacher thoroughly review this unit by reading the materials, answering the intermediate questions, answering the review questions, thinking about how the materials might apply to the students in each particular community and considering alternative means of using these materials in class. If time permits, it would also be helpful to read one or more of the writings mentioned at the end of this section under "Suggested References." It is possible to keep abreast of the area of sex bias, sex discrimination and sex

stereotyping by reading current newspaper and magazine articles on the subject.

The materials themselves are entirely contained within the student information booklet; however, some teachers may choose to spend extra time on some of the additional exercises and related activities. The teacher will need to acquire the materials necessary for these additional activities. The teacher may also need to reproduce additional copies of the student materials.

The materials favor an environmental rather than a genetic explanation for behavioral differences. Among the reasons for the authors making this decision are the following observations which you may wish to share with the class.

1. The higher the level on the evolutionary scale, the more behavior seems to be controlled by environment (learning) rather than instinct (heredity).
2. Higher animals seem to be more adaptable to different environments and better able to control their own fates. Humans seem to be the most adaptable of all animals.
3. According to research up to the present time, there are no behaviors in humans that unquestionably can be called instinctive.

When the material focuses on a particular geographic location that the students may not be familiar with, such as Bali or New Guinea, it may be helpful to point it out on a map. Also, if students in the class have traveled to or are knowledgeable about other countries, prepare to have them tell of different male/female customs and behaviors which reinforce the idea that the behaviors our society expects may be quite different from those of some other society.

Key Concepts

Two principal concepts must be explored in the teaching of this unit. They are (1) environment and (2) behavioral differences. By environment, we mean the entire complex of persons, institutions, norms, geography and interactions through which the space and time of an individual is

defined. By behavioral differences we mean actions and activities which are performed primarily by members of one gender.

Additional Activities

Several additional exercises are available to teachers using these materials. The following is a list of some of these activities, the specific objective or purpose served by that activity, and a means of evaluating the activity.

Exercise 1

A. Objective: Enable students to imagine the limitations that behavioral expections can impose on people.

B. Activity: Go to a playground, lunchroom or other area in which younger children are congregated. Have each student (or group of students) choose one boy and think about the various events that are apt to occur in his life. Make a list of all the things that people will tell him he should or should not do because he is a boy. Pick a girl and think about the various events that are apt to occur in her life. Make a list of all the things people will tell her she should or should not do because she is a girl.

C. Evaluation: Have students submit summaries of their observations and rank by number. Minimum score could be 10 items on the list.

Exercise 2

A. Objective: Increase student understanding of the ways various elements of society teach behavior to males and females.

B. Activity: Visit a toy store or use a mail order catalogue to compile a list and description of toys, grouped into male/female/neutral categories. Notice the pictures advertising the toy to see the gender of the primary person playing with the toy. What do you conclude about the subtle ways behaviors are taught?

Toy Description

Male	Female	Neutral
1. 2. . . . 20.		

Look at the toys you listed in the "neutral" category. Explain what characteristics the toys have which made you conclude that they are neutral.

C. Evaluation: Have students prepare group reports or present the information verbally. A minimum acceptable score is 10 toys displayed for each sex.

Exercise Three

A. Objective: Suggest ways in which the media teaches and/or reinforces traditional male and traditional female behaviors.

B. Activity: Have students watch one hour of television during the family viewing time (7:00 - 9:00) tonight. Students should list ten behaviors that are identified as male behaviors and ten behaviors that are identified as female behaviors based on that segment of television. Also, students should list specifically how each behavior was taught or supported. Have students fill in a chart like the one below.

Behavior	How Was Behavior Taught/Supported
Female	Female
1. . . . 10.	
Male	Male
1. . . . 10.	

Time

This unit requires 40 minutes of class time, at a minimum, to complete.

Evaluation Suggestions for UNIT I

Three specific evaluation procedures appear particularly appropriate for this unit. First, you might choose 10 of the 12 intermediate questions to serve as a quiz. Second, you might consider using one of the following discussion and/or listing questions.

1. List five behaviors often thought to be related to being a girl. List five behaviors often thought to be related to being a boy.
2. Explain several ways through which behaviors associated with being male and female are learned. Cite examples of three such behaviors.
3. List several "typically female" and "typically male" behaviors you have noticed in school today. How do you suppose they were learned? Should any of these be changed? If so, why?

Third, you might consider using the student chart for either Exercise Two or Exercise Three listed above as a means of evaluating student understanding of the unit.

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INTRODUCTION

to

STUDENT MATERIALS

This is your copy of the student edition of Eliminating Sexism: Rewriting the Scripts. These materials are intended to direct your attention to the social issue of sex stereotyping and sex discrimination, particularly with regard to a number of situations in today's society, including work, minorities, schools and the law. In addition to providing specific information about sex stereotyping and sex bias, these materials are designed to assist you in understanding how sex stereotyping and discrimination influence the beliefs, actions and choices of individuals--including yourself.

The materials are divided into six instructional units that present information about different topics related to sexism. These units are: (1) Differences Between Females and Males, (2) Stereotypes, Discrimination and Sexism, (3) Sex Bias, Sex Stereotyping and Sex Discrimination in the Work Force, (4) Sex Stereotyping and Minority Groups, (5) Sex Stereotyping in the Schools, (6) Sex Discrimination and the Law.

The materials have been constructed so that they are self-instructional and self-paced. Each unit begins with some pre-test questions and specific objectives that tell you what you should be able to recall at the end of that unit. Keep these objectives in mind as you work through the unit.

Each unit is also broken into segments. These segments end with a short set of SELF CHECK questions. After reading each segment, please try to answer the SELF CHECK questions before moving to the next segment. If you do not answer the questions correctly, reread the segment you have just completed. Unless your teacher tells you otherwise, use as much time as you need.

The references indicated in the text and the more difficult vocabulary words are included at the end of the materials. Please use them to make your task easier. Good luck!

Unit 1: DIFFERENCES BETWEEN FEMALES AND MALES

PRE-TEST

1. As females and males grow older, the general differences in strength:

   a. increase
   b. decrease
   c. remain the same
   d. increase until age 60, then decrease

2-4 List three behavioral characteristics generally thought of as feminine and three thought of as masculine.

5-6 List two common explanations for differences between the behavior of females and males.

7. Most females and males are treated differently and expected to behave differently:

   a. by their parents
   b. by teachers
   c. by friends and relatives
   d. all of the above

8. Most behavioral differences between females and males seem to be the result of:

   a. environment
   b. genetics (heredity)
   c. hormones
   d. both b and c

9. Studies of societies with sex-role behaviors different from ours demonstrate that:

   a. all successful societies are male-dominated
   b. all successful societies are female-dominated
   c. societies with sex roles quite different from ours not only exist and survive but are quite successful and functional
   d. those societies which have sex role behaviors opposite those of our society are characterized by tension, aggression, child-care problems and economic difficulties

10. It is likely that if males and females were treated equally since birth, they:

   a. would behave similarly
   b. would behave quite differently
   c. would be poorly adjusted
   d. both b and c

Answers: 1. b; 2-4. feminine = neat, coy, helpless, dependent, passive, emotional, shy, non-competitive, fearful, non-athletic, uncoordinated, domestic; masculine = assertive, aggressive, independent, active, athletic, coordinated, competitive, unemotional, brave, intellectual, rough, competitive; 5-6. heredity (genetics) and environment; 7. d; 8. a; 9. c; 10. a.

Unit 1: DIFFERENCES BETWEEN MALES AND FEMALES

Specific Objectives

1. The student will correctly answer 10 of the 12 SELF-CHECK questions included in the unit in 15 minutes of class time.

2. The student will recall correctly a minimum of five instances of behavioral differences between females and males as were suggested in the text, in short answer form, in 15 minutes of class time.

3. The student will suggest verbally three instances from personal experience of behaviors of females and males that are opposite the stereotypic ones indicated in the text.

DIFFERENCES BETWEEN FEMALES AND MALES

What are little boys made of?
Snakes and snails and puppy dog tails,
That's what little boys are made of.

What are little girls made of?
Sugar and spice and everything nice,
That's what little girls are made of.

_____Nursery Rhyme

As this nursery rhyme suggests, our society views females and males as quite different, but how different are they really? The knowledge that we have at present suggests that females and males are not as different as they were once thought to be. Results of some studies have indicated that, on the average, males have greater muscle and bone size and greater strength than females.[1] At the same time, other sources have suggested that these differences are probably due to the fact that boys are encouraged to be active, use their muscles and develop their strength while girls are encouraged to "act like a lady" (be quiet, sit still and don't dirty your dress).[2]

None of these physical differences are necessarily significant. Better developed muscles and greater strength may make some males more suitable for certain kinds of work requiring strength, but even these differences disappear with age. By age 50 or 60, females and males tend to be quite similar in physical strength and endurance.[3] Perhaps females retain their strength longer, as evidenced by their longer life span. Also, many women are able to perform quite capably in jobs requiring physical strength.

There are, of course, obvious differences in the reproductive systems of males and females. In addition to the obvious structural differences in the sexual organs, there is also a difference in the sexual hormones of females and males. Females possess the sex hormone, estrogen, while males possess androgen. While it is known that estrogen and androgen play a large role in determining the secondary sex characteristics of males and females (facial and body hair, breast development), the effect these hormones have on behavior is not clear at this time.

From the time of conception, males are more likely than females to have physical/physiological problems. Males are more often the victims of miscarriages, stillbirths, infant deaths, and deformities. Although 20-50% more boys than girls are conceived, only 5-6% more boys than girls are born. Furthermore, males are more apt to have infections and physical defects such as stuttering and mental retardation.[4] Due to infant and early childhood illnesses, females soon outnumber males.

Much more striking than these few physical differences are differences in the behaviors of females and males. Females tend to be described as emotional, shy, dependent, non-competitive, fearful, passive, non-athletic, uncoordinated, and interested mostly in domestic, household activities. Males, on the other hand, are more often described as assertive, aggressive, independent, active, athletic, coordinated, competitive, unemotional, brave and interested mostly in outdoor or intellectually-oriented activities.

What causes these differences? Some experts believe that heredity is responsible, that male-female differences are directly attributable to being a man or a woman. They believe that, just as we inherit our hair and eye color from our parents, we likewise inherit other characteristics such as intelligence, ability, behavior and personality, and that these characteristics are different for males and females.

Other experts believe that our environment, that is, our culture, and the people and happenings in our lives cause these differences to occur after we are born. Central to the environmental explanation is the belief that our parents, relatives, school, church, friends, as well as the things we do, say and experience, all affect the way we think and behave.

The environment may be responsible for a great number of the observed differences between male and female behaviors. From birth, females and males are treated differently. The moment friends and family discover the sex of the baby, it is promptly dressed in pink if it is a girl and blue if it is a boy. Some mothers consider it such back luck to reverse the color scheme that they will not allow their baby to wear clothes of the color reserved for the opposite sex. Within a few weeks, researchers have

been able not only tc measure differences between male and female babies, but also to measure differences in mothers' treatment of female and male infants. Mothers tend to be more protective of their female babies, hold them closer and longer during feeding and talk to them more. Males babies are expected to be more independent and self-sufficient; therefore, they are usually protected and pampered less.[5]

This different treatment continues on into early childhood when girls and boys are encouraged to play with certain types of toys. We take for granted that little girls play with dolls, sinks and kitchen equipment, dress-up clothes and nurses' kits while little boys play with trucks, cars, planes, and tractors. This is not an inborn difference in interests but is instead a result of training. What would you think if you saw a little boy playing with a toy ironing board or a tea set or a little girl playing with a toy car or truck? It would probably seem strange to you because it is something that few of us see very often.

In the section that follows we will further discuss the heredity-environment question but first, see if you can answer correctly the questions that follow.

SELF-CHECK

1. Do males and females become more or less similar in muscle strength and endurance by age fifty or sixty? _____

2. Look at the characteristics below and place an M in the blank beside the word if the word describes a characteristic traditionally thought of as masculine. Place an F in the blank beside the word if it describes a characteristic traditionally thought of as feminine.

   _____ uncoordinated
   _____ competitive
   _____ shy
   _____ dependent
   _____ aggressive
   _____ athletic

3. Some experts believe that the behavioral differences between men and women exist because they were born as man or woman. Other experts believe that _____ causes these behavioral differences.

4. Look at the following behaviors, and circle those which express the way mothers normally react to female babies.

   a. protective
   b. hold them further away
   c. allow more independence
   d. talk to them more

---

1. more; 2. f m f f m m; 3. (our) environment and/or culture; 4. a, d

The differences in typical male behavior and typical female behavior cannot be satisfactorily explained by comparing the physical differences between males and females. As you remember, we discussed earlier that American males on the average tend to have better developed muscles than females. At first glance, this seems to be a difference due to being born male or female, but a closer look at the question may give us a different answer. Observations from other societies suggest that the kinds of work or activities in which males and females engage may have an effect on their

physical characteristics. On the South Pacific Island of Bali, for example, most men do little of the heavy lifting and strenuous work. Those men that do not engage in heavy physical activity have slender body builds similar to the women who do no heaving lifting, whereas the men that do heavy work have well-developed muscles like the women who do heavy work. The same similarities in body build also tend to develop in Soviet men and women who engage in the same kinds of work.[6] Based on these observations, it appears that physical exercise, as well as heredity, may have an effect on our body builds.

Sex differences in aptitude, interest and intelligence have been found; however, investigators have not uncovered evidence which would support the belief that these differences are due to heredity. Some of the differences as discussed by Maccoby and Jacklin (1974) follow:

1) Females tend to be superior to males in verbal ability, especially from age 11 onward.

2) Males tend to be superior to females in visual-spatial ability from adolescence through adulthood.

3) Males tend to be superior to females in mathematical skills from age 12 or 13 onward.

4) Males, from about age 2 or 2-1/2 until adulthood, are judged to be more aggressive than females.[7]

If it were possible for the environment of males and females to be the same and sex differences in verbal ability, visual-spatial ability, mathematical skills and aggression occurred, we might conclude that heredity made a difference in their behaviors. Until such an experiment is possible, we cannot conclude that heredity alone accounts for behavior differences between males and females. We must also take into account the effects of the environment, which will be our next topic.

SELF-CHECK: Before continuing, please try to answer these questions.

5. Observations of the Bali culture and the Soviet Union tell us that _____ may be as responsible for body-build differences between females and males as the fact that the individual is a woman or a man.

6. It is not possible to say that differences in the test scores of females and males on intelligence, aptitude and interest tests are due to the _____ of the persons alone until it is possible to treat women and men alike from birth.

---

5. activity; 6. heredity

Boys and girls are also trained by parents, relatives, teachers and others to act differently in other ways. Do you ever remember someone saying any of these things to you?

"Little girls don't act like that."
"Take it like a man."
"Boys don't cry."
"Be a lady."
"Don't be a sissy."

Girls are rewarded by parents, teachers, relatives, friends and others for looking pretty, keeping their clothes clean, and acting coy, helpless, passive and dependent. On the other hand, boys are rewarded for acting independent, playing rough, being active, competing, acting brave and intelligent and not showing emotion. These behavioral differences between females and males that many thought were inborn appear to be the result of early childhood training.[8]

Besides parents and teachers, the school also participates in training females and males differently. In children's readers, for example, females are pictured significantly less often than males. When they are pictured, they are shown being afraid, depending on males, admiring males' achievements, crying, playing with dolls, failing or watching males do adventuresome things. Males are pictured playing with other males, avoiding girls, being aggressive

and competitive and accomplishing things. Girls are also featured very little in most mathematics books, and it should not come as a surprise to you to realize that relatively little money in school systems has been spent on athletic programs for females in the past.

It should by now be more clear where males and females get ideas about how they should act. Unfortunately, these differences in treatment and training leave only a limited number of ways for females and males to act, whether they like the choices or not. Society further supports the idea that women behave differently than men by saying that these behavioral differences exist because women and men were born that way and, therefore, can act no other way.

SELF-CHECK: Before moving on, try to answer the following questions.

7. Girls and boys each have different types of toys to play with because: (Circle your answer)

   a. They were born with different interests.

   b. Boys are born sissies and need to be made tough.

   c. Parents and others encourage and reward boys for playing with certain types of toys and girls, other types.

8. How does the school encourage girls and boys to act differently? (Circle your answer)

   a. By showing girls and boys behaving differently in textbooks.

   b. By teachers rewarding certain kinds of behaviors in females and males.

   c. Both of the above.

9. Many behavioral differences between females and males that were once thought to be inborn, now more likely seem to be the result of _____.

   a. training

   b. hormones

   c. birth

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7. c; 8. c; 9. a

Our society is basically male-dominated. What this actually means is that the men in our culture have the highest paying, highest status jobs and hold most of the legislative decision-making power. They are also faced with all the accompanying pressures to succeed and "prove themselves," pressures which force them into roles, many times, not of their own choosing.

The next logical question to ask is why men hold the positions of power, status and financial reward in our society. It has been assumed that men are born smarter and more logical and are better able to handle positions of responsibility and authority. This assumption is not correct.

First, consider the women who do hold positions of responsibility and authority such as Congresswoman Barbara Jordan, or the top money-maker in the news business, Barbara Walters. One might say that these women are

exceptions to the rule. That is, if one looks at the statistics, there are more men in positions of responsibility and authority than there are women. Does this necessarily mean that men are born to be leaders and women are born to be followers? It is likely that societal stereotypes and behavioral expectations have produced these differences in the number of men and women who hold leadership positions.

The expectation of male dominance also carries over into female-male relationships where men, it is assumed, will always be the aggressors. Although dating practices and the behavior expected of males and females in dating relationships are becoming less formal, the male is still expected, in most cases, to take the initiative in arranging the date. During the date, it is again usually the male who pays for the evening, decides where the couple will go and what they will do. Warren Farrell in The Liberated Man characterizes a "typical" college dating situation. Does this sound familiar?

> "Even on a casual stroll with a woman he will lead to make a turn. He will still drive unless the woman asks. He will still 'suggest' what they might consider going to--while letting her know why his interests might be best, although 'I'll do anything she wants.' He still initiates the first physical contact in each area--at a dance, college men still ask women to dance more than the reverse. If payment is involved, the woman may volunteer to pay for her share, but she, unlike the man, never starts out assuming she might pay for both, unless special circumstances require a deviation." (pp. 49-50) 9

During the date, the woman must resort to her "feminine charm" and coyness to make herself appear interesting to her date while the male is under pressure to "call the shots" and determine the nature of the relationship between the two.

Although it is the male who has the greater control of the relationship, it is also the male who must take the greater risks. Consider how it must feel to be turned down for a date or to have to accept responsibility for taking a date to a dull movie or a boring party. A relationship where decisions are made by both parties, where responsibility for the relationship is shared and where communication is honest and forthright would seem preferable to the game-playing that characterizes many

female-male relationships today. A popular perfume ad summarizes well the current break with tradition in female-male relationships:

> It used to be that being a woman meant playing hard to get. Now it means not having to play at all.

If men are born leaders and decision-makers, whereas women are passive followers, then studies of other societies should reveal men in leadership positions and women in the secondary roles. Anthropologist Margaret Mead in her studies of three New Guinea tribes (the Arapesh, Mundugumar, and Tshambuli) found that male-dominance does not necessarily occur in other societies.[10] Among the Arapesh people, for example, both men and women behave in ways that would be called feminine in our culture. The Arapesh are cooperative rather than competitive and sensitive to the feelings of others. On the other hand, the Mundugumar males and females are ambitious and competitive and even violent. They show very little of what we in our society would call feminine or maternal behaviors. The male/female roles in the third tribe, the Tshambuli, are the opposite of male/female roles in our society. Females are the dominant, decision-making society members while the males are passive, emotional and dependent.

Table 1

SUMMARY OF MARGARET MEAD'S FINDINGS

Tribe	Males	Females
Arapesh	Cooperative, sensitive to others' feelings,	Cooperative, sensitive to others' feelings
Mundugumar	Ambitious, competitive, violent	Ambitious, competitive, violent
Tshambuli	Passive, emotional, dependent	Dominant, decision-makers

All three of these societies are quite different from our own. The first two tribes show no male/female differences. Males and females are either aggressive and dominant or passive and cooperative. The third society is a complete reversal of our own. All three societies function in their own particular way and are successful.

Studies of tribes such as the Arapesh, Tshambuli, and Mundugumar show us that characteristics we have thought of as female, such as passivity, cooperation, emotionalism, are not inborn. As depicted in the Arapesh tribe, they are traits that can be and are taught easily to females or males.

If, from birth, boys and girls in our society were treated equally, the radical differences we see today in the behaviors of females and males would likely disappear. Females have many desirable qualities that most men would find beneficial. Qualities such as warmth, tenderness, compassion and the capacity for close personal relationships are characteristics which the "traditional" male lacks but are qualities which many women say they desire in a man.[11] Likewise, women who possess "traditional" male characteristics such as assertiveness, independence, self-confidence, and feelings of personal security depend less on males to direct them through life and thus free the man from the often draining task of "taking care of" his mate. With the power between males and females more nearly equal, each should feel freer to enjoy the other as a person rather than as someone to dominate or use for selfish purposes. The games that males and females so often play should give way to more genuine, meaningful relationships based on honesty rather than manipulation.

The need today is to redefine the words "male" and "female" in a way that stresses people's right to develop as they please without artificial restrictions or burdens placed on them simply because they were born male or female. The way we do things in our society is just that, a way of doing things. It is not necessarily the only way.

In the next unit we will discuss further our society's traditional views of females and males and other categories of people and the meaning and effects of stereotyping, discrimination and sexism.

SELF-CHECK

10. Our culture is basically _____-dominated.

11. Margaret Mead, a noted anthropologist, studied female/male roles in New Guinea tribes. From the following, select those statements which are true about what she found and place a check in the blank beside those statements.

a. _____ Both females and males may show traits such as passivity, emotionalism, and dependence.

b. _____ Females may exist as the dominant, aggressive, decision-makers in some societies.

c. _____ Female and male behavioral differences are probably inborn.

d. _____ Both females and males were found in one study to be dominant, aggressive and violent.

e. _____ Societies which had female/male roles different from ours failed to survive.

12. If females and males were treated the same since birth and given the same expectations in our society, it is likely that they would: (Circle your answer)

a. Be quite similar.

b. Be quite different because of the natural ways of females and males.

c. Be more different than they are today because training makes little difference in the characteristics that females and males show.

---

10. male; 11. a, b, d; 12. a.

Glossary

1.	androgen	a male sex hormone
2.	aggressive	driving forceful energy or initiative
3.	anthropologist	a person who studies the origin, development, varieties, customs and beliefs of humans
4.	assertive	forceful; aggressive; bold
5.	assumption	a statement taken for granted
6.	attributable	capable of being explained by showing or indicating a cause
7.	characteristic	a trait; a distinguishing quality or property
8.	competitive	striving consciously for a position, profit, or a prize
9.	coy	marked by cute or artful playfulness; showing reluctance to make a definite commitment
10.	deviation	noticeable or marked departure from accepted standards of behavior
11.	dominant	ruling; controlling; exerting an influence over others
12.	effect	that which is produced by some cause; a result or outcome
13.	endurance	the quality to bear or tolerate
14.	environment	all those things, objects and conditions which surround us
15.	estrogen	a female hormone which tends to promote the development of secondary sex characteristics (body hair, breast development) and the periods of fertility
16.	heredity	the transmission of genetic characteristics from parents to offspring
17.	hormone	a substance in the body which stimulates cell activity
18.	inborn	natural; inherited; born in or with one
19.	inherit	to receive from parents by genetic transmission
20.	insignificant	lacking meaning; unimportant; lacking in significance
21.	logical	using reason in a convincing fashion

22.	miscarriage	premature expulsion of the fetus from the uterus before it is developed enough to remain alive
23.	passive	inactive; receptive to outside influences; unaggressive
24.	relatively	with reference to; comparable to something else
25.	self-sufficient	able to maintain oneself without outside help
26.	stillbirth	the birth of a dead fetus
27.	strenuous	energetic; vigorously active; calling for energy or stamina
28.	verbal	relating to the use and comprehension of words
29.	visual--spatial ability	the ability to see and understand the physical relationship of objects to each other

Unite 1: DIFFERENCES BETWEEN MALES AND FEMALES

POST-TEST

T F 1. Females and males become more similar in muscle strength and endurance as age increases.

2. Place an F beside the adjectives below that are regarded as typical female characteristics and an M beside those regarded as typical male characteristics.

_____ fearful	_____ active
_____ domestic	_____ uncoordinated
_____ unemotional	_____ dependent
_____ assertive	

T F 3. It is believed that most of the differences in the behaviors of females and males is due to heredity rather than environment.

T F 4. The fact that males are encouraged to be more active than females may be responsible for the body build differences between the sexes.

5. If it were possible to treat females and males alike from birth onward and differences in intelligence test scores and behavior patterns still occurred, we could say that _____ was responsible for these differences.

a. heredity
b. environment
c. childhood training
d. both b and c

T F 6. Mothers tend to be more protective of their male babies, hold them closer and talk to them more than their female babies.

T F 7. Females and males play with different toys because parents and others in their environment reward them and encourage them to do so.

T F 8. Teachers, textbooks and other school factors create expectations for stereotyped female/male behaviors.

T F 9. Margaret Mead's studies of New Guinean tribes have demonstrated that societies in which males are passive and females are aggressive do not succeed.

T F 10. Our culture, as it presently exists, is basically _____-dominated because of our rigid standards of appropriate male and female behavior.

Answers: 1. T; 2. F, F, M, M, M, F, F; 3. F; 4. T; 5. a; 6. F; 7. F; 8. T, 9. F; 10. male.

Unit 2: STEREOTYPING, DISCRIMINATION AND SEXISM

TEACHER MATERIALS

Educational Aims

The aims of the materials in this unit include the following:

1. Increase awareness and understanding of the meaning of sexism, stereotyping and discrimination;
2. Motivate the students to examine stereotypes, the ones they hold and the ones they witness, and carefully evaluate their validity;
3. Demonstrate parallels between sexism and other forms of discrimination; and
4. Consider how such ideas are transmitted.

Introduction

This unit is designed to introduce and teach the major concepts included in the set of materials entitled Eliminating Sexism: Rewriting the Scripts. Special attention is given to the notions of stereotypes, discrimination, minority groups, sexism, sex bias and sex discrimination. It is critical that some understanding of these concepts be gained before moving on to other units. It is strongly recommended that this unit be the second unit addressed in the course of study.

In the attempt to entice students to become more involved in examining these issues, materials in this unit frequently point out prejudices and personal stereotypes. This technique, plus the segmented materials and the careful attention to vocabulary and sentence structure make this unit manageable for most students.

This unit concludes with the introduction of the notion of sexism, sex stereotyping, and sex discrimination. The examples are intended to prepare the student for the additional materials included in this booklet.

The subject matter of this unit clearly deals with personal philosophies, attitudes, and values. These attitudes and values are not necessarily

those of the authors, teachers, in general, nor your students. However, because attitudes and values are addressed, the authors strongly recommend that each teacher assist students with several values clarification activities if the students have not been exposed to such exercises in the past. Several excellent references are listed at the end of this unit which you may find helpful if you have never used values clarification techniques. It is important to allow students the freedom to express themselves and their values in an atmosphere of acceptance and tolerance even though the values they express may run counter to your own or those of the class. It is especially important that students learn to recognize and identify their values and act in ways consistent with them. At the high school level, values are subject to change with the various situations and/or information to which students are exposed. Such changes are normal and should not be viewed as indecisiveness but rather as a stage in the growth toward maturity.

Specific Objectives

Cognitive

1. Students will correctly answer in 30 minutes of class time, 16 of the 21 SELF CHECK questions. (80% of the students at the 80% level of accuracy.)
2. Students will write a definition in 15 minutes of class time for three of the four following terms using the definition and/or examples from the text: category, stereotypes, discrimination, sexism, minority groups. (80% of the students at the 80% level of accuracy.)
3. Students will cite three personal examples of sex stereotyping or sex discrimination they have noticed. (50% of the students at the 100% level of accuracy.)
4. Students will note and record at least one instance of stereotyping or bias from any magazine or any television show -- including the news. (50% of the students at the 100% level of accuracy.)

Affective

1. Students will voluntarily suggest several of their own stereotypes and suggest how they may have been acquired. (25% of the students.)

2. Students will suggest instances of bias, discrimination or stereotyping they have noticed in school. (5% of the students.)

Abstract/Overview

One of the mechanisms human beings use to order their lives is categorizing or grouping people according to some characteristic which all persons in that particular category hold in common. Once categorized, people within a category are often thought to share not only the common characteristic upon which they were grouped, but also are thought -- often incorrectly -- to share behaviors, abilities or traits. These latter beliefs or judgments are called stereotypes. Unfortunately, stereotypes are oversimplified and often false descriptions of the people in that category.

Stereotypes influence behavior in several ways. First, they influence the way persons behave toward those about whom the stereotype is held. Second, they influence the behavior of those persons who have been stereotyped. When persons are treated differently because they belong to a category of people about which a stereotype is held, discrimination has occurred. Discrimination serves to restrict or deny the rights, privileges and choices of those persons who are discriminated against. When the rights of certain categories of peoples are abridged, these categories may be referred to as minority groups.

Suggested Teaching Procedures

Advance Preparation

It is critical that the teacher read and become familiar with the materials and ideas included in this unit. The important concepts must be understood. It is further suggested that the teacher consider the additional exercises and answer the intermediate review questions.

It is important to be supportive of the students in your class, since they are being asked to examine their own stereotypes and prejudices about various groups (female and male) of people. Consciousness-raising

sessions in the classroom are often instructive ways of presenting the topic of discrimination. Encourage all students to admit their prejudices and their personal stereotypes about women and men. You might consider asking them to write down prejudices and stereotypes in the supportive atmosphere of the classroom. Follow up this activity by discussing the different prejudices and stereotypes that students volunteer in class. Then ask them to evaluate the truth of the stereotypes. Students will often say that a particular stereotype is true because they know one or two people who fit the stereotype. When this occurs, be quick to point out the error in generalizing from one or two people to a large group. Emphasize the importance of judging people on their own merits irrespective of the group to which they belong. If there are some who fail to see the error in generalizing, steer the discussion toward the detrimental effects of discrimination and encourage students to emphathize with those who are the targets of discrimination.

A discussion of self-concept and how discrimination affects it would also help to strengthen student understanding of this unit. Point out the importance of a healthy self-concept to a happy and fulfilling life.

Key Concepts

The key concepts that the teacher must stress in this unit are:

1. Category
2. Stereotype
3. Discrimination
4. Minority group
5. Sexism.

Additional Exercises

Exercise One

A. Objective: Make students aware of stereotypes they find in reading material and/or practiced in society.

B. Activity: Have students read "Dear Abbey" for two weeks looking for stereotypes presented, supported or created.

C. Evaluation: Have students write down all the stereotypes and different standards of behavior they can find in "Dear Abby."

Exercise Two

A. Objective: Increase student awareness of stereotyped images conveyed through the media.

B. Activity: Have students review the images of females and males with particular attention to the work they are performing in the following:

- ads
- comic books
- movies
- T.V. shows
- popular songs
- magazines
- newspapers
- billboards

1. What were women/men/girls/boys doing?
2. Who solves the problems? Who has exciting adventures?
3. Who is the most independent?
4. Who is in positions of authority?
5. Are the families traditional? Are there any single parents?
6. Change the image to a non-sexist view.

C. Evaluation: Have students submit answers to the above questions in written or oral form.

Exercise Three

A. Objective: Increase awareness of stereotypes in everyday speech.

B. Activity: Have students keep a log for one week of the stereotypes they hear. Ask them to write out possible responses they might use when they hear someone using these stereotypes.

C. Evaluation: Use either peer or teacher evaluation to assess the logs.

Time

This unit requires a minimum of 45 minutes to complete.

Evaluation

Several methods are particularly applicable to evaluation of the materials in this section. Included among these are the following:

1. Select ten of the SELF-CHECK questions for a quiz and require an 80% correct rate.

2. Write short definitions of each of the major concepts presented in this chapter (i.e., discrimination, stereotypes, sexism, minority group, category) using the glossary and/or text for verification.

3. Log all the instances of stereotyping and discrimination which the student encounters during the course of a week.

Additional Suggested References

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Unit 2: STEREOTYPING, DISCRIMINATION AND SEXISM: AN INTRODUCTION

PRE-TEST

1. A _____ is created by placing people into groups according to some characteristic they are thought to share.
   a. unit
   b. category
   c. majority
   d. stereotype

T F 2. Our beliefs or judgments about the behaviors, traits and abilities of individuals in certain groups are called stereotypes.

3. Place a check beside each statement below that represents a stereotype.
   _____ a. Southerners are lazy
   _____ b. fat people are jolly
   _____ c. Catholics don't believe in birth control
   d. blondes have more fun
   e. long-haired males are Communists

T F 4. Stereotypes influence thoughts and attitudes but have no effect on behavior.

5. _____ has occurred when people in a category are treated differently because of stereotypes others have about them.
   a. Categorization
   b. Grouping
   c. Discrimination
   d. Bias
   e. Stereotyping

6. A minority group is:
   a. a group of any race other than white
   b. a group which comprises less than half of the population of a given locality
   c. a group which is discriminated against because of stereotypes that others hold about them.
   d. a and b
   e. b and c

7. When stereotypes are applied to people because of their sex, this is called _____.
   a. sex bias
   b. sex discrimination
   c. sexism
   d. all of the above

T F 8. In a group of recent studies, women who were asked to rate the writing of women and men rated women's writings higher even though both had been judged earlier to be comparable by a panel of experts.

9. Which of the following are stereotypes about workers which lead to pay differentials between women and men?
   a. most women will never work
   b. men who are not aggressive do not perform well on the job
   c. most women do not need to work
   d. all of the above

T F 10. Investigations of individual and family incomes have revealed that, contrary to the stereotype, three out of four women work because of economic need.

Answers: 1. b; 2. T; 3. a, b, d, e; 4. F; 5. c; 6. e; 7. d; 8. F; 9. d; 10. T.

Unit 2: STEREOTYPING, DISCRIMINATION AND SEXISM[12]

Specific Objectives

1. The student will correctly answer in 30 minutes of class time, 16 of the 20 SELF CHECK questions.

2. The student will write a definition in 15 minutes of class time for three of the four following terms using the definition and/or examples from the text: category, stereotypes, discrimination, sexism.

3. The student will cite three personal examples of sex stereotyping or sex discrimination they have noticed.

4. The student will note and record at least one instance of stereotyping or bias from any magazine or any television show -- including the news.

Unit 2: STUDENT MATERIALS

STEREOTYPING, DISCRIMINATION AND SEXISM: AN INTRODUCTION

Definitions and Concepts

Before we begin a discussion of discrimination and its effects, see if you can solve this riddle:

> A man and his son are in a bad auto accident. The father is killed and the son is rushed to a nearby hospital and prepared for emergency surgery. The surgeon in charge examines the boy and exclaims in horror, "I can't operate on this boy, he's my son!"

How is it possible for the boy to be both the son of the dead man and the son of the doctor? Think about it for a few minutes and see if you can figure it out before continuing.

What was your answer? The most common solution is that the boy is the adopted son of the male doctor or the adopted son of the dead man and the natural son of the other man. Another solution could be that the doctor is a woman and therefore is the mother of the boy. If you thought of this second explanation, then you may be one of the few people who do not have fixed ideas about the kinds of work women do as opposed to the kinds of work men do. If you did think of the doctor as a man, it would not be unusual. Most people in this country do not automatically think of a doctor as a woman. It would, however, benefit us all to examine the effect that this type of thinking has on people and their ability to make free choices in matters that affect their lives.

Stereotypes

The issue in question here is stereotypes. Stereotypes are our beliefs or judgments about what we think people within a certain category are like. Categories of people are created by placing persons into groups according to some characteristic they have in common. The characteristic upon which the category is based may be a readily observable characteristic such as race,

hair color, height, age, beauty, or sex or it may be a less observable characteristic such as religion, accent, musical talent, or occupation. Here are several examples of categories of people:

- o People who own cars
- o People with blue eyes
- o People of a certain age
- o People who believe in a particular faith
- o People with the same skin color
- o People who play basketball

Stereotypes are our beliefs or judgments about the behaviors, abilities or traits of people in certain categories. That is, a stereotype reflects what we think people in particular categories are like. A stereotype leads us to believe that in regard to particular behaviors, abilities or traits all the people in the category are identical. Stereotypes are more often than not based on mistaken or irrelevant considerations. That is, the characteristic(s) which defines a category of people is related to behaviors, abilities or traits to which the characteristic(s) has no relation. Thus, such characteristics as skin color, hair color, religious belief, sex, age or national origin are mistakenly used to indicate qualities of that category of people.

The following is a list of some stereotypes we may hold. Read this list, then write at least two more examples of stereotypes. We may believe that: (1) people who own dogs are warm-natured; (2) basketball players are dumb; (3) college students have long hair; (4) seventh graders are silly; (5) Scotchmen are misers; (6) fat people are jolly; (7) redheads have fierce tempers. Write your stereotypes here: _____

_____

What is the stereotype which is illustrated by the riddle at the beginning? Write your answer before reading further. _____

_____

If your answer was one of the following, you are correct: "Doctors are men"; "Women are not doctors."

As you may have noticed, stereotypes oversimplify the characteristics of particular categories of people. That is, stereotypes emphasize only selected traits of the group of people. A stereotype is not only an oversimplified description of a particular group but also may be—and in most cases is—a false description of the category of people.

SELF CHECK: Try to answer the following questions before continuing. The correct answers are given at the bottom.

1. The riddle at the beginning of this unit showed that most of us have fixed beliefs about the kinds of work that _____ and _____ do.

2. Categories of people are created by placing persons into groups according to some (Circle one answer)

   a) behavior they have in common
   b) physical trait they all have
   c) belief or value they share
   d) activity in which they all participate
   e) all of the above

3. _____ are our beliefs or judgments about what we think people within a certain category are like.

4. Which of the following are examples of stereotypes? (Circle your answers)

   a) Texans are big spenders.
   b) two out of three children have colds in the winter.
   c) left-handed people are more creative than right-handed people.
   d) maids are lazy.
   e) professional football players in the NFL are men.
   f) engineers have technical creativity but lack artistic creativity.
   g) librarians are "old maids."

5. A stereotype not only is an oversimplified description of a particular category of people but also is most often a(n)_____ description.

---

1. men, women; 2. e; 3. Stereotypes; 4. a,c,d,f,g; 5. false, untrue.

Stereotypes are related to behavior in several important ways. First, stereotypes influence our behaviors and , in particular, our actions toward other people. That is, stereotypes tell us what behaviors, abilities or traits to expect from people of the stereotyped category. Several examples of how stereotypes we hold may influence our behavior are provided below.

A. If we believe the stereotype that "female students have pretty hand writing," then we may ask only females to make posters and take minutes at meetings.

B. If we believe the stereotype that "people who wear glasses are bookworms and non-athletic," then we may not pick them to be on our team.

C. If we believe the stereotype that "black doctors are not competent," then we may not make an appointment with a black doctor.

D. If we believe the stereotype that "blondes have more fun," then we may bleach our hair.

E. If we believe the stereotype that "actors and actresses lead exciting lives," we may decide to study drama in order to become an actor or actress.

Second, many people believe the stereotypes that they hear about themselves and thus behave the way they are expected to behave. The following example illustrates this point:

> Mrs. Elliot decided to teach her all-white third grade class about stereotypes. On the first day, she told the class: "All children with blue eyes are smarter than brown-eyed children." This judgment is obviously a stereotype. She gave the blue-eyed children seats at the front of the class, five minutes extra recess, the opportunity to go first in all the activities and other privileges and attention. What had previously been a happy considerate group became a very rude and inconsiderate group of blue-eyed children. The brown-eyed children were called names and looked down upon by the blue-eyed

children. Some of the brown-eyed children cried and refused to participate in class activities. Even more significant was the difference in their academic performance. The brown-eyed group took much longer to complete their classroom assignments correctly than the blue-eyed group who finished much faster than usual. When Mrs. Elliot asked why, one brown-eyed child said, "Because we're not very smart. Brown-eyed people are not very smart."

The next day Mrs. Elliot reversed the situation and told the class that she had made a mistake. The brown-eyed children were really smarter. Again, the same kinds of behavior changes occurred with the brown-eyed children as occurred with the blue-eyed children the day before. The blue-eyed children took longer to finish their class assignments correctly whereas the brown-eyed children finished in record time. The brown-eyed children became rude and the blue-eyed children became sullen.

Later, Mrs. Elliot told the class that brown-eyed and blue-eyed people were equal and no one was any better than anyone else. The entire class was overjoyed and the students became much more considerate and happy with each other because they were happier with themselves. For two days Mrs. Elliot's students were unhappy but they learned a valuable lesson about the harmful effects of stereotypes.[13]

SELF CHECK: Try your hand at these questions before continuing.

6. Stereotypes influence our behaviors by giving us information about the _____, _____, or traits of the stereotyped persons.

7. Many people believe the stereotypes that they hear about themselves. This belief may cause them to behave as they are _____ to behave.

8. Mrs. Elliot's experiment with her blue-eyed and brown-eyed third graders was designed to teach them about _____.

---

6. behaviors, attitudes; 7. expected; 8. stereotypes

Discrimination

In Mrs. Elliot's experiment presented above, did you note that she not only told her students the stereotype, "All children with blue eyes are smarter than brown-eyed children," but also treated the two eye-color groups differently? That is, on the first day she gave the blue-eyed children special seats, longer recesses, and extra privileges and attention. This different treatment, or discrimination, was based on the stereotype about the intelligence of the blue- and brown-eyed students.

Discrimination is treating people differently because they belong to a category of people about which we have a stereotype. Placing people in categories because of characteristics which they have in common is NOT discrimination. We all notice that people have different characteristics. Further, discrimination does NOT necessarily occur if we hold a stereotype about a category of people. Discrimination occurs when we observe a characteristic in people and then treat them differently because we hold a stereotype about the behaviors, abilities or traits of people having this characteristic. Usually, discrimination restricts or denies the rights, privileges and choices of those people who are targets of discrimination.

Minority Groups

A minority group is generally thought to be one in which the membership totals less than one-half of the population. A group may also qualify as a minority group regardless of the number of people in it if its members are discriminated against because of some stereotype others hold about them. If the rights, privileges and choices which are available to other people are denied to this group it is judged to be a minority group. For example, if American citizens are denied the right to vote because they have an Oriental background, we would say that in this instance, Oriental people make up a minority group. The concept of minority group is used when the people in the group are discriminated against or are treated differently than the non-minority group people. Here are some groups of people which are generally considered to be minority groups because they are sometimes discriminated against or treated differently.

Blacks	Women
Puerto Ricans	Catholics
Southerners	Fat people

SELF CHECK: Answer the following questions before continuing.

9. When an individual treats someone differently because of some stereotyped ideas he/she has about that person, this is called _____.

10. Usually discrimination _____ or _____ the rights, privileges and choices of those people who are discriminated against.

11. A minority group refers to people (circle the correct answer):

    a) who are discriminated against

    b) who discriminate against others

    c) with non-stereotyped characteristics

---

9. discrimination; 10. restricts, denies; 11. a

Sex Discrimination, Sexism, Sex Bias

When stereotypes are applied to people because of their sex, this is called sexism, sex discrimination, or sex bias. Although women make up 52% of the population, they are treated in society like a minority group, with fewer rights and privileges than men. For this reason, women will be referred to as a minority group, even though statistically they make up over half of the population.

Sex discrimination has its roots in early childhood training at home and is continued by the schools throughout the school years. Very early, children learn the different expectations for males and females. Females are expected to be passive, dependent, nonaggressive, noncompetitive, compromising and supportive. Males are expected to be active, aggressive,

independent, strong, forceful, brave, competitive, and unemotional. The unfortunate aspect of these two different sets of expectations is that our society values male traits and devalues female traits. In fact, investigators found that when individuals were asked to list traits that they considered emotionally healthy for males, for females, and for adults in general, the traits listed for the emotionally healthy male and the emotionally healthy adult tended to be the same.[14] What this study indicates is that society holds typical male traits in much higher regard than typical female traits. To state this more strongly, society regards the "typical" male as emotionally healthier than the "typical" female.

Once children enter school, the stereotypes about appropriate male and female behaviors become more rigid. Statements like these can often be heard in the kindergarten and elementary school classroom:

"Stop crying, Henry. Boys don't cry just because they fall down."

_____

"What three strong boys will volunteer to help me move this file cabinet?"

_____

"Laura plays as well as a boy."

_____

"Sally, Jean and Nancy, will you straighten up the art center?"

_____

These statements convey expectations about appropriate female/male behaviors. You should by now be able to tell what the stereotyped expectations are that are conveyed by each statement. Can you? Give it a try. Write your answers in the space provided under each statement.

Society has traditionally stereotyped women as inferior to men in intelligence and ability to perform on the job but superior to men in housekeeping, cooking, child care and other activities related to the home. Today we see that these stereotypes are simply not true. Unfortunately, many women and men continue to believe the stereotypes about women's intelligence and job performance. Women sometimes do perform below their capabilities because they have been led to believe that low-paying, low

status jobs are the only ones in which they are capable of performing well. Also, men who believe these stereotypes may fail to develop many of their talents, including their domestic talents, either for fear of competing with women in an area where women are believed to be superior or out of a fear of appearing unmasculine.

Studies conducted recently produced data which demonstrate the effect that stereotypes have on women's feelings about their own worth and the worth of other women. When women in these studies were asked to read and then rate scientific writings of men and women, women tended to rate the writings of men higher than the materials written by women. (The writings by both men and women were judged by independent experts as comparable).[15] Is it any surprise that women writers such as Marian Evans and Amendine Dudevant took the pen names of George Eliot and George Sand?

SELF CHECK: Take a short break and check your progress before finishing up.

12. Applying stereotypes to people because of their sex is called

_____.

13. Women are referred to as a _____ group even though they make up 52% of the population. (Circle one answer)

(a) biased (b) majority (c) minority (d) privileged

14. In one group of studies, when women were asked to read and rate comparable writings by men and women, they rated the (men's, women's) higher. (Circle one answer)

15. Discrimination against women has its beginnings in (circle one answer)

(a) high school

(b) the elementary classroom

(c) elementary school activity programs

(d) early childhood training

16. In a recent study, individuals were asked to list what they considered traits of the emotionally healthy male, the emotionally healthy female, and the emotionally healthy adult. The researchers found that the traits listed for the emotionally healthy _____ and _____ tended to be the same. (Circle one answer)

(a) male, adult

(b) male, female

(c) female, adult

---

12. sexism, sex discrimination or sex bias; 13. c; 14. men's; 15. d; 16. a

Stereotypes about women and men workers not only cause many individuals to devalue their worth in society but affect their employment opportunities and pay levels. Some stereotypes which lead to different employment and salaries available to women and men are:

- o Women who work do so only to supplement the family income.
- o Most women do not need to work.
- o Most women will never work anyway.

- Men who are not aggressive do not perform well on the job.
- Men are naturally suited for leadership positions.
- Men and women are motivated by distinctly different rewards on the job.

These stereotypes are untrue. For example, three out of four working women work because of economic need. In other words, they have to work either to provide for themselves and their families or to help their husbands provide the necessities for the family. Additionally, data suggest that nine out of ten working women will spend 25 years or more working.[16]

Many employers often make incorrect stereotypic assumptions about prospective employees and aggressiveness. First, they assume that men are aggressive whereas women are not. This assumption is, of course, untrue since there are many aggressive women in the work force alongside many non-aggressive men.

The second stereotype about women and men workers that some employers assume to be true is that aggressiveness in an employee is always a valuable trait, and can be used as a valid measure of a person's intelligence. Can you think of some obvious errors in these assumptions?

There are clearly many situations in most jobs where aggressiveness is not only irrelevant but is often detrimental to satisfactory performance. Have you yourself or someone you know ever left a store because the salespeople were too aggressive? Rather than aggressiveness being a measure of intelligence, it is more likely that the intelligent person is one who recognizes those situations in which it is appropriate to be aggressive.

Another stereotype that sometimes results in men being inappropriately placed in an unsatisfying, stressful job is that men, by virtue of the fact that they are men, are naturally suited for leadership positions. Men who believe this stereotype find themselves aspiring to leadership positions only to find when they get there that there are pressures and conflicts associated with the job that make their lives miserable. There

are well documented studies which have indicated a likely relationship between job tension and ulcers, depression, high blood pressure and alcoholism.[17,18]

Finally, the stereotype that men and women are motivated by different rewards on the job is an incorrect assumption. Both women and men like to be told when they have done a good job and also like to feel that they are being paid fairly for the work that they do. There are, of course, individual differences in what makes people happy and satisfied with their jobs but to assume that these are automatically different for males and females ignores workers' needs as individuals and creates an environment where sex discrimination on the job can easily occur.

Attempts are being made at the federal level to make discrimination illegal. The Equal Rights Amendment, which has been passed by both the House and Senate but as yet has not been ratified by a 3/4 majority of the states, would be an important step toward making sex discrimination illegal. Other efforts at the federal level, while making some progress, have been very slow. The representation of women at the federal level is slim--fewer than 1% of all federal policy-making positions are held by women. Without women as well as men in Congress and other policy-making positions who understand the impact of sex discrimination, human rights legislation is apt to continue to be slow.

There are many parallels between women as a minority group and blacks as a minority group. Both groups have been stereotyped, discriminated against and denied rights and privileges. The women's movement, in fact, grew from the Civil Rights movement. Suggestions have come from both minority groups that blacks and women unite in a common struggle for human rights, a concept that benefits all groups, not just one. This concept will be discussed more thoroughly in a later section.

A final point to consider is that discrimination based on stereotypes is difficult to stop. Stereotypes are strongly held beliefs and attitudes about the behaviors, abilities or traits of people with certain

characteristics that cause emotional reactions to the people who are stereotyped. They are very difficult, although certainly not impossible, to change.

Surprisingly, a recent study revealed that the stereotypes held by high school students are more fixed or stronger than the stereotypes held by adults. Can you think of possible reasons why from your personal experiences? Perhaps high school students have not had enough experiences with the world to know that the stereotypes passed on to them by their parents and others are not necessarily true.[20]

If we can accept the results and conclusions of this study as correct, the guidelines for getting rid of stereotypes and discrimination are clear. It seems that the more contact and experiences that people can have with a large variety of people, the sooner they will learn that stereotypes do not hold true. People are unique and should be judged on their own merits rather than because of certain physical characteristics they may have. The result should be better human relations and a better world because of the greater availability of all rights, privileges and choices to all people no matter what characteristics they have.

In the next unit we will discuss work, an area that has been particularly affected by sexism, stereotyping and discrimination. Although it is not the only area in which males and females have suffered, it is certainly one of the most prominent. Before continuing, see if you can answer the following questions.

SELF CHECK: Check your memory of this last section of materials by answering these questions.

17. Considering that _____ out of four working women work because of economic need, the stereotype, "most women don't need to work," doesn't make sense.

18. Contrary to what most people think, _____ out of ten working women will work 25 or more years. (Circle one answer)

    (a) 2 (b) 5 (c) 7 (d) 9

19. The stereotype, "men are born leaders," can lead to _____ in men.

    (a) ulcers
    (b) high blood pressure
    (c) depression
    (d) alcoholism
    (e) all of the above

20. Aggressiveness (is, is not) always a valuable characteristic in an employee. (Circle one)

21. Of the following groups, which one has been found to hold the strongest stereotypes about minority groups? (Circle one answer)

    (a) adult females (b) adult males (c) high school students

    (d) all adults over 30 years of age

---

17. 3; 18. d; 19. e; 20. is not; 21. c

Glossary

1.	academic	theoretical; learning, as the kind which takes place in an institution of learning
2.	automatically	involuntary; spontaneously; done unconsciously or from force of habit
3.	category	a general division or class within a larger group or system of classification
4.	compromising	yielding; giving in; making concessions
5.	detrimental	causing loss or damage; injurious; prejudicial
6.	discrimination	singling out a category of people and acting differently toward members of the category rather than treating them as individuals
7.	inconsiderate	without due regard for the rights or feelings of others; thoughtless
8.	influence	the power to produce effects; modify; affect
9.	irrelevant	not relevant; not applicable or pertinent; not related to
10.	oversimplify	to simplify to such an extent as to cause distortion, misunderstanding, or error
11.	parallel	indicating similarity or resemblance
12.	particular	distinctive or outstanding among others in the same class or category
13.	privileges	rights given as a benefit, advantage or favor
14.	restricts	limits; confines; restrains
15.	sexism	prejudice or discrimination against women
16.	stereotype	a standardized mental picture or oversimplified attitude held in common by members of a group
17.	sullen	gloomily or resentfully silent; sulky
18.	supplement	something that completes or makes an addition to
19.	traits	a distinguishing quality; a characteristic

Unit 2: STEREOTYPING, DISCRIMINATION AND SEXISM

POST-TEST

1. A category of people is created by:

   a. grouping people at random
   b. grouping people according to some characteristics they have in common
   c. behavioral observation
   d. both a and b

2. Beliefs or judgments about the behaviors, abilities or traits of people in certain categories are called:

   a. stereotypes
   b. values
   c. character analyses
   d. qualitative determinations

3. Most stereotypes are (true, false). (Circle one)

4. Stereotypes:

   a. influence other's actions toward the group about which the stereotype is held
   b. may cause the group about which the stereotype is held to behave the way they are expected to behave
   c. form attitudes and values but do not affect behavior
   d. both a and b

5. When people are treated differently because they belong to a category of people about which a stereotype is held this is called _____.

6. Place a check beside the groups below that are regarded as minority groups.

   _____ a. Handicapped
   _____ b. Jews
   _____ c. Blacks
   _____ d. Women
   _____ e. Chicanos
   _____ f. Southerners

7. When individuals are stereotyped on the basis of sex, this is called _____, _____, or sex bias.

8. The stereotype, "women don't need to work," is clearly untrue in light of the fact that:

   a. most men earn lower salaries than women and need their wives' income to make ends meet
   b. women work to buy "extras" that the family could not afford without their income
   c. 3/4 of all women workers work because of economic need
   d. both a and b

9. Place a check beside the statements below that are <u>true</u>.

   _____ a. women who work do so to supplement the family income
   _____ b. most women will never work
   _____ c. men who are not aggressive do not perform well on the job
   _____ d. men and women are motivated by distinctly different job rewards
   _____ e. men are naturally suited for leadership positions

10. Which of the following groups hold the strongest stereotypes?
(Circle answer)

a. adults
b. adult males
c. adult women
d. high school students
e. children under age 12

Answers: 1. b; 2. a; 3. false; 4. d; 5. discrimination; 6. if you checked all 6, you earned a perfect score on this question; 7. sexism, sex discrimination; 8. c; 9. if you checked none of the 5 statements, you earned a perfect score on this section; 10. d.

Unit 3: SEX STEREOTYPING, SEX BIAS, AND SEX DISCRIMINATION IN THE WORK FORCE

TEACHER MATERIALS

Educational Aim

The materials in this unit are intended to address the following aims:

1. Increase student awareness of discrimination in work by presenting information pertaining to sex differences in pay, hiring, and occupational level;
2. Demonstrate some of the effects of sex discrimination on men and women as individuals, on families and on the nation's economic well being; and
3. Suggest the detrimental effects of discrimination on male work values.

Introduction

This unit is somewhat complicated but very important. The statistical data used in support of arguments may require special attention by the teacher. The unit is of great importance since sex stereotyping and sex discrimination are deeply rooted in, costly to and potentially the most difficult to eliminate in the world of work. Historically, women have been relegated to subordinate, lower paying roles and jobs. At the same time, societal values have created pressures for many men to define themselves and to evaluate their worth in terms of the jobs they hold. Further, while recent social legislation has provided a basis for beginning the task of eliminating sex stereotyping and discrimination, it is only a beginning and can only be effective when applied. Additionally, awareness, attitudes and interest must be expanded such that males and females have equal opportunities for growth and self expression.

Specific Objectives

Cognitive

1. Students will correctly answer in 15 minutes of class time 18 of the 25 SELF CHECK questions. (80% of the students at the 80% level of accuracy.)

2. Students will define behavioral expectations using at least three examples from the text in ten minutes of class time. (75% of the students at the 80% level of accuracy.)

3. Students will write in five minutes of class time three ways through which occupational choices are restricted. (75% of the students at the 66% level of accuracy.)

4. Students will be able to cite three instances of female/male occupational inequities citing statistical comparisons from the test. (50% of the students at the 66% level of accuracy.)

Affective

1. Students will relay personal experiences which convey their understanding of how stereotyping and discrimination function in work. (10% of the students.)

2. Students will voluntarily suggest other stereotypic behavioral expectations associated with work. (25% of the students.)

3. Students will examine societal work values and through values clarification and logical decision-making processes, suggest alternative values. (10% of the students.)

Abstract/Overview

Women are stereotyped and discriminated against in business with regard to pay, position and occupation. Even within the same occupations, women often are paid less than men. Women are also restricted in terms of occupations they are expected to hold and/or the training they receive. For example, half of all working women are located in 21 occupations, while half of all working men are located in 65 different occupations. In training areas, the situation is even more rigid, although some recent gains have been registered. Yet, even these gains are not uniform as witnessed by the decrease of women professionals over the last several years.

Stereotypes also serve to limit and restrict occupational choice for both men and women. They establish behavioral expectations within jobs that sometimes have unfortunate consequences. Those men who have an interest in female-dominated occupations fail to pursue this interest because of the lower pay in female-dominated occupations or out of a fear of being viewed as unmasculine.

Suggested Teaching Procedures

Advanced Preparation

The statistical information in this unit can be confusing; it is recommended that the conclusions and implications of the conclusions be emphasized rather than the statistics. You may need to explain the difference between mean and median, as well as high status and low status jobs. Median data was chosen since it does not fluctuate drastically with very high or very low data.

On page 73-46 students are asked to complete several fill-in-the-blanks from an earlier table. The answers are: sewers/stitchers; teachers; bookkeepers; office machine operators and cooks.

Students are also asked to respond about how they would feel if their sixteen-year-old daughter or son wanted to enter a non-traditional occupation. Personal feelings and reactions might be ways of illustrating that stereotypes and prejudices carry an emotional component which persists in the face of conflicting data. You might lead a class discussion about how one might overcome one's prejudices even though the emotional reaction is strong.

A class discussion of the topic of how males are affected by discrimination and stereotyping in work should receive high priority. Emphasize wherever possible that women's rights are actually human rights and that men stand to gain as much from human liberation as women.

Key Concepts

The key concepts included in this unit of materials include the following:

1. Status
2. Median
3. Stereotyping
4. Behavioral expectations
5. Discrimination.

Additional Activities

Exercise One

A. Objective: Develop awareness of stereotyping in work.

B. Activity: Have students complete questionnaire #1 before beginning this unit and questionnaire #2 at the conclusion of the unit. The content is identical although the order has been altered. Ask students to compare the number of M's, F's and B's on the two questionnaires. Discuss the results.

QUESTIONNAIRE #1

Place an M by those areas of study below that you feel are for males, and F by those areas that you feel are for females, and a B beside those areas that you feel are suitable for both.

_____ Social Work
_____ Commercial Cooking and Baking
_____ Farm Management
_____ Home Economics
_____ Welding
_____ Decorating
_____ Drafting
_____ Plumbing
_____ Radio and T.V. Repair
_____ Sewing
_____ Nursing
_____ Child Development
_____ Automotive Mechanics
_____ Bricklaying
_____ Cabinetmaking
_____ Elementary School Teaching
_____ Ceramics
_____ Interpersonal Relations
_____ Graphics
_____ Tailoring
_____ Machine Shop
_____ Typing
_____ Shorthand
_____ Family Life

QUESTIONNAIRE #2

Place an M beside those areas of study listed below that you feel are for males, and F by those areas that you feel are for females, and a B beside those areas that you feel are appropriate for both.

_____ Radio and T.V. Repair
_____ Automotive Mechanics
_____ Ceramics
_____ Sewing
_____ Cabinetmaking
_____ Typing
_____ Drafting
_____ Machine Shop
_____ Family Life
_____ Tailoring
_____ Farm Management
_____ Elementary School Teaching
_____ Nursing
_____ Welding
_____ Graphics
_____ Child Development
_____ Shorthand
_____ Plumbing
_____ Bricklaying
_____ Social Work
_____ Commercial Cooking and Baking
_____ Home Economics
_____ Decorating
_____ Interpersonal Relations

C. Evaluation: Discuss the results of the survey.

Exercise Two

A. Objective: Increase awareness of subtle instances of sexism through examining job titles.

B. Activity: Change the following occupational titles to non-sexist titles.

Maids (Private) _____
Salesmen _____
Cranemen _____
Forgemen and Hammermen _____
_____
Clergymen _____
Public Relations Men _____
_____
Credit Men _____
Newsboys _____
Office Boys _____
Foremen _____
Dressmakers and Seamstresses _____
_____

Boatmen and Canalmen _____
_____
Fishermen and Oystermen _____
_____
Longshoremen _____
Chambermaids and Maids _____
_____
Busboys _____
Airline Stewardesses _____
_____
Firemen _____
Policemen _____
_____
Laundresses _____
Pressmen _____

C: Evaluation: How closely do student answers approximate these possible alternatives?

Private Household Cleaners
Sales Workers
Crane Operators
Forge and Hammer Operators
Clergy
P.R. Specialists
Credit and Collection Managers
Newspaper Carriers
Office Helpers
Blue Collar Workers
Dressmakers

Boat Operators
Fishers, Hunters, and Trappers
Longshore Workers
Lodging Quarters Cleaners
Waiters' Assistants
Flight Attendants
Fire Fighters
Police
Launderers
Printing Press Operators

Exercise Three

A. Objective: Increase awareness of stereotypes in work.

B. Activity: Have students prepare debates involving the following themes:

1. Women's place is in the home.
2. A man's first interest should be his job.
3. A man should provide for his family.

4. Employment of mothers leads to juvenile delinquency.
5. Women do not need to work.
6. A man should make more money than his wife.

C. Evaluation: After each pro and con argument, have students vote yes or no based on the presentation of arguments. Check the validity of the arguments and conclusions.

Time

This unit requires a minimum of 45 minutes to complete.

Evaluation

Three kinds of evaluation are recommended for this unit of materials. They are as follows:

1. Have students answer 15 to 20 of the SELF CHECK questions as a quiz.
2. Have students respond to one of these two discussion questions.
   A) In general, how does the pay and status of working women compare with that of men? Cite three examples to support your conclusion.
   B) What effect do stereotypes have on the kinds of work and training available to women and men. Cite three examples to support your conclusions.
3. Have students complete Exercise Two included above with a minimum correct score of 12.

Additional Suggested References

Ferree, Myra Marx. "The Confused American Housewife" Psychology Today, Sept. 1976, pp. 76-80.

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Komarovsky, Mirra. Blue-Collar Marriage. New York: Vintage, 1964.

Sexton, Patricia Cayo. The Feminized Male: Classrooms, White Collars and the Decline of Manliness. New York: Vintage Books, 1970.

Fasteau, Mark F. The Male Machine. New York: McGraw-Hill, 1974.

Pleck, Joseph H. and Jack Sawyer. Men and Masculinity. Englewood Cliffs, N.J.: Prentice Hall, 1974.

Unit 3: SEX STEREOTYPING, SEX BIAS AND SEX DISCRIMINATION IN THE WORK FORCE

PRE-TEST

1. Women, on the average, earn only _____ percent of what men earn.

   a. 90 d. 57
   b. 73 e. 64
   c. 64

T F 2. Although on the average, women earn less than men, women in the same occupational categories as men actually earn more money than men in these same categories.

3. Statistics show that the higher the level of education, the (greater, smaller) the difference in salaries of females and males. (Circle one)

4. When women have the same training, education and experience as men, salary differences between women and men: (Circle your answer)

   a. remain
   b. disappear
   c. disappear in the professional occupations
   d. disappear in blue collar occupations

5. Look below at the list of occupations. Place an F beside those that are mainly concentrated with females and an M beside those that are mainly concentrated with males.

   _____ a. delivery _____ e. farming
   _____ b. nursing _____ f. drafting
   _____ c. sales clerking _____ g. health service work
   _____ d. elementary school teaching

T F 6. The reason the female- and male-dominated jobs exist is because women are naturally suited for certain jobs and men are naturally suited for others.

T F 7. Females and males are enrolled in training programs which will prepare them for employment in traditional areas.

8. _____ out of 10 women will work at some time in their lives.

   a. 2 c. 7
   b. 5 d. 9

9. Men who would otherwise be interested fail to enter female-dominated occupations for fear of appearing: (Circle your answer)

   a. too eager c. unmasculine
   b. competitive d. too aggressive

T F 10. Men who fail to perform in accordance with the traditional male role may feel so pressured that they develop ulcers, high blood pressure, depression or commit suicide.

Answers: 1. d; 2. F; 3. greater; 4. A; 5. M, F, F, F, M, M, F; 6. F; 7. T; 8. d; 9. c; 10. T

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Unit 3: SEX STEREOTYPING, SEX BIAS AND SEX DISCRIMINATION IN THE WORK FORCE

Specific Objectives

1. Students will correctly answer in 15 minutes of class time, 18 of the 25 SELF CHECK questions.

2. Students will define behavioral expectations using at least three examples from the text in ten minutes of class time.

3. Students will write in five minutes of class time three ways through which occupational choices are restricted.

4. Students will be able to cite three instances of female/male occupational inequities citing statistical comparisons from the text.

Unit 3: STUDENT MATERIALS

SEX STEREOTYPING, SEX BIAS, AND SEX DISCRIMINATION IN THE WORK FORCE

In the previous section you learned about stereotypes, sexism and discrimination. In this section you will learn about the effects of stereotyping, sexism and discrimination on the employment and earnings of women and men.

The work force is the place where the impact of sexism is most obvious and devastating. Although our society's attitudes about the roles of women and men and the kinds of work they can do are changing, employment practices and earnings have, at present, failed to keep pace with social changes in other areas of life.

The effect of employment inequities on women is particularly dramatic. Although women make up 52% of the population and 41% of the labor force, their median income is only 57% of the median income of men in the labor force.[21] The average working woman holds a lower-paying, lower status job than does the average working man. This situation holds true even when men and women have the same training and experience. Although positive changes resulting from equal rights legislation and changing attitudes are occurring, progress is slow and, in some cases, nonexistent.

One means of examining this inequity is to look at the relative salaries paid to men and to women within the same occupation. Table 1 (next page) presents information about the comparative salaries of men and women in chosen occupations. As you will note, the median women's salary for any of these occupations is only a fraction of the median male salary in the same occupation. For example, women professionals earn only 66% of what men professionals earn. That means that for every $100 that a male professional earns, a female professional earns only $66.

A comparison of the incomes of females and males reveals a striking disparity. Table 2 compares the median yearly salaries of women and men workers in 1974. Median income is that income below which half of the

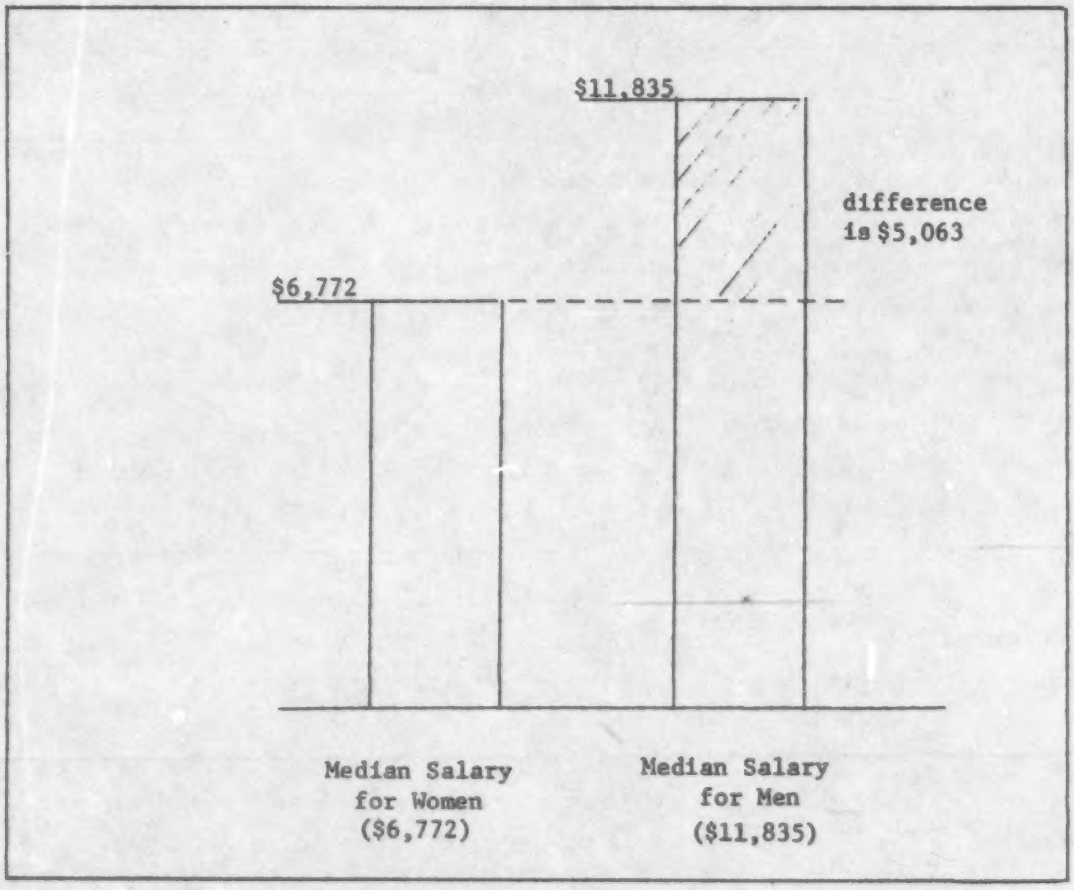
Table 1

	Women's Income as a Percentage of Men's
Professionals	66%
Nonfarm Managers & Administrators	59%
Clerical Workers	60%
Sales Workers	41%
Operatives	58%
Service Workers	60%
All Occupations	57%

Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

Table 2

MEDIAN SALARIES OF MEN AND WOMEN



Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

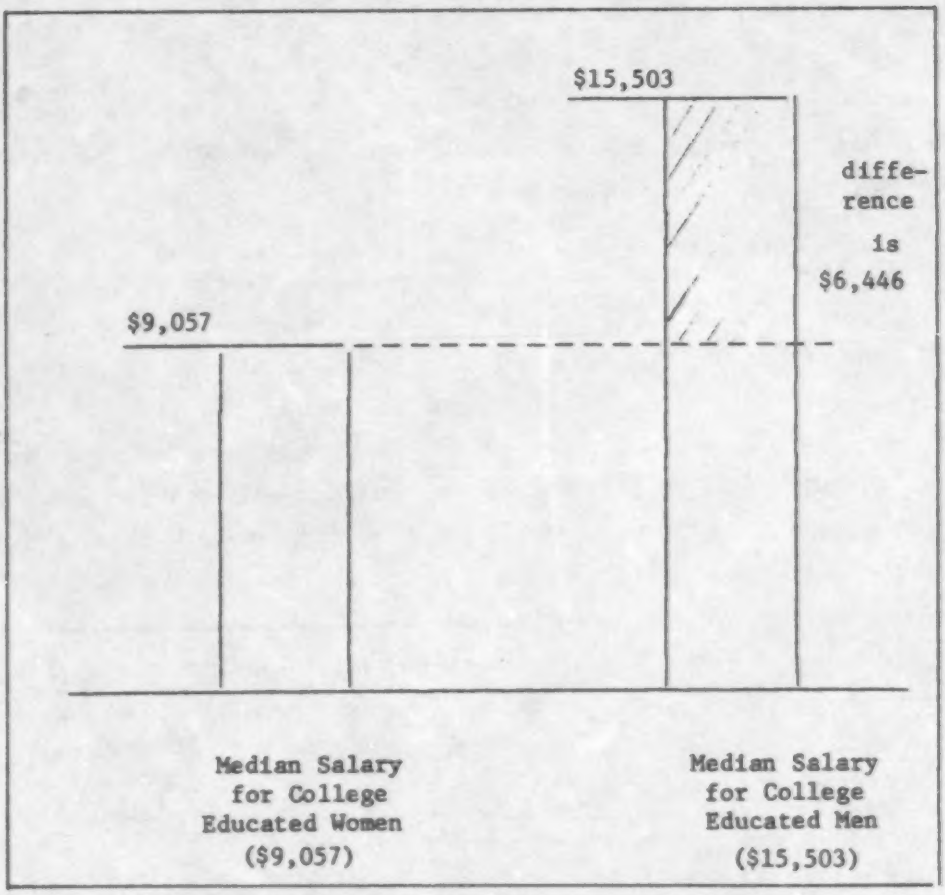
incomes lie and above which half the incomes lie. The median is determined by arranging all incomes for the group in question in order from lowest to highest or highest to lowest. The median income is the one which then divides the total group of incomes in half. In other words, 50% of all incomes are less than the median and 50% of all incomes are greater. Average income fluctuates too much with very high or very low amounts; therefore, the median income, in this instance, gives a more accurate representation of the incomes of males and females.

As you can see from Table 2, the median income for men is $5,063 more than the income for women. It is also important to note that in 1973, only 6% of all full-time women workers earned over $10,000 per year whereas 39% of all full-time working males earned over $10,000.[22]

The difference in salaries between college educated males and college educated females is shown in Table 3. Note that it is a greater difference than the one presented in Table 2. The higher the level of education, the greater the difference in the salaries of men and women. Note that the median salary of college educated females is even less than the median salary for all men combined. (Compare the salary of women in Table 3 to the salary of men in Table 2.)

Table 3

MEDIAN SALARIES OF COLLEGE EDUCATED MEN AND WOMEN



Source: "The Earnings Gap," U.S. Department of Labor, Women's Bureau, March 1975.

A comparison of male and female salaries over the past few years indicates not only a gap but also that the gap is increasing. As Table 4 shows, women's earnings were 59% of men's in 1970 but decreased to 57% of men's in 1974.[23] Although median earnings of women increased from $5,323 in 1970 to $6,772 in 1974, the increase in men's earnings was even greater.

Table 4

Year	Median Earnings Women	Median Earnings Men	Women's Earnings as a % of Men's
1974	$6,772	$11,835	57
1973	6,335	11,186	57
1972	5,903	10,202	58
1971	5,593	9,399	59
1970	5,323	8,966	59

Source: U.S. Department of Commerce, Bureau of the Census. "A Statistical Portrait of Women in the U.S." Current Population Reports: Special Studies, Series P-23, No. 58, Washington, D.C., 1976, p. 48.

While some of the income disparity between men and women can be explained by such factors as differences in education, training, length of service and job responsibilities, most authorities in the area of labor market analysis agree that sex discrimination alone accounts for a large proportion of the salary differences. Differences between the salaries of women and men persist even when they have the same training and experience.

SELF CHECK: See if you can answer these questions about the material you just read.

1. Although _____ make up the majority (52%) of the population and 41% of the labor force, _____ hold the higher-paying, higher-status jobs.

2. The median salary for women is only ____% of the median salary for men.

3. Look at the table below that was presented earlier. Write a summary sentence about what the table shows.
Write your answer here: _____

_____

	Women's Income as a Percentage of Men's
Professionals	///66%//////
Nonfarm Managers & Administrators	///59%////
Clerical Workers	///60%/////
Sales Workers	///41%//
Operatives	///58%///
Service Workers	///60%/////
All Occupations	///57%///

4. The higher the level of education, the (greater, smaller) the difference in the salaries of females and males. (Circle one)

5. The gap between the median salaries of women and men is (greater, less) than it was in 1970. (Circle one)

6. In situations where the training and experience of women and men is equal, the difference in salaries (remains, disappears). (Circle one)

---

1. women, men; 2. 57; 3. women in the same occupational categories as men earn less money; 4. greater; 5. greater; 6. remains

One of the reasons for the earnings gap between women and men workers is that women are concentrated in a small number of occupations, most of which are low-status and low-paying. In 1973, more than 40% of all women workers were located in the following ten occupations:

1) Secretary
2) Retail trade salesworker
3) Bookkeeper
4) Private household worker
5) Elementary school teacher
6) Waitress
7) Typist
8) Cashier
9) Sewer and stitcher
10) Registered nurse

In contrast, the ten occupations with the largest concentration of men employed less than 20% of all male workers.[24] It seems that our society has stereotyped certain occupations as male and certain occupations as female, making it hard for both males and females to break out of an established pattern. The female is even more restricted because most of the jobs to which she is "confined" are low-paying.

As you can see in Table 5 below, jobs in certain areas are almost totally filled by females. This is especially true in the office and clerical occupations where 35% of all women workers are located. A large portion of those remaining are in blue-collar factory and farm jobs (18%) and service work (21%).[25] Unfortunately, most of these occupations do not pay exceptionally well. What does this tell you about the value that our society places on the work that women do?

Look closely at the table and compare the 1960 figures with the 1970 figures. As you can see, there are some areas in which the percentage of women is decreasing. List them below; the first two are done for you.

1. Nurse	4. _____
2. Typist	5. _____
3. _____	6. _____

Table 5

PERCENTAGE OF FEMALES IN SEVERAL OCCUPATIONS

(Those over 50% women: 1960-1970)

	Percentage of Females	
	1960	1970
Nurse, professional	98%	97%
Secretaries	97	97
Private Household Workers	96	96
Typists	95	94
Sewers and stitchers (mfg.)	94	93
Waiters and Waitresses	87	88
Teachers (elementary school)	86	84
Bookkeepers	84	81
Health Service Workers	83	88
Cashiers	78	83
Office-Machine Operators	74	73
Cooks (except private household)	64	62
Packers and Wrappers	60	60
Salespeople, Salesclerks (retail)	54	55

Source: Research Group One, Report No. 13, 1975, p. 5.

This means that men are gradually moving into some of these female-dominated professions. Unfortunately, the pay for female-dominated employment is so much lower than for male-dominated employment, many men who might otherwise be interested in non-traditional occupations are driven to male-dominated ones where the pay is better. Also, since domestic duties or occupations such as secretaries, phone operators, or nurses have become identified as women's work, men are hesitant to fill these roles. The stereotype about the capabilities of women, therefore, has its parallel stereotype which affects the choices of men. This stereotype might be stated as follows: "Men who work in occupations typically filled by women are working below their capabilities." Such a stereotype keeps many men from going into occupations which they may want to enter.

What effect do you think the movement of men into female-dominated jobs will have on women's occupational outlook? Some suggest that it will have a positive effect. After all, men have more status as do the jobs that they hold. If men move into female-dominated occupations, the status of the jobs that they move into could be raised along with the pay. Thus, women in these jobs will benefit from men breaking down the stereotypes about "women's work." It is possible, however, that the effect could be negative and serve to restrict even further the range of jobs available to women if men are hired first.

What about male-dominated occupations? Table 6 shows the major male-dominated occupations and the percentage of men making up each occupational group.

Table 6

PERCENTAGE OF MALES IN SEVERAL OCCUPATIONS

(Those over 90% men: 1960-1970)	Percentage of Males	
	1960	1970
Auto mechanics	99%	99%
Butchers	97	94
Carpenters	99	99
Clergymen	98	97
Construction laborers	99	98
Deliverymen	97	97
Draftsmen	94	92
Electricians	99	98
Engineers	99	98
Farmers	95	95
Foremen	93	92
Gardners/Groundskeepers	99	97
Guards and Watchmen	97	95
Machinists	99	97
Mail Carriers	98	92
Painters	98	96
Physicians	93	91
Plumbers	99	99
Policemen/detectives	97	96
Truck drivers	99	99
Welders	95	94

Source: Research Group One Report No. 13, 1975, p. 6.

It is clear from this table that there are not only stereotypes in our culture about "women's work" but also that stereotypes exist about the kinds of work that men can do. Half of all men workers are located in blue collar jobs compared to only 18% of women workers.[26] There are many males who would probably prefer the less physically strenuous white-collar jobs which women dominate but instead seek the more "manly" blue-collar jobs for fear of being labeled "sissy" or "unmasculine." The unfortunate effect of this stereotyping is that it restricts individuals in their choices about what they can do with their lives and how they wish to make their living.

SELF CHECK: Answer these questions before continuing.

7. In a recent Census Bureau listing of 25 occupations, half of all working (women, men) were located in 21 different jobs while half of all working (women, men) were located in 65 different jobs. (Circle one)

8. Look at Table 5. Which of the following is a conclusion that can be drawn about the information presented there? (Circle one)
   a. More women typists are needed.
   b. Women hold the highest-paying jobs.
   c. Women are unambitious.
   d. The idea of "women's work" still exists.

9. Which of the following is an example of a female-dominated occupation into which men are moving? (Circle one)
   a. Nursing
   b. Cashiers
   c. Secretarial
   d. Salesclerking.

10. Place a check beside the occupations listed below which are male-dominated.

___ a. Bookkeeping	___ e. Electrician
___ b. Typing	___ f. Delivery
___ c. Teaching (Elementary Level)	___ g. Health service work
___ d. Drafting	___ h. Welding

11. Men are slow to move into female-dominated jobs because:
(Circle one)

a. They are naturally unfit for such jobs

b. The pay is lower

c. Stereotypes about "women's work"

d. Both b and c.

---

7. Women, men; 8. d; 9. a; 10. d,e,f,h; 11. d

The fact that women are concentrated into a small number of low-paying, low-status jobs is an obvious contributing factor to pay inequities between women and men. The next logical question to explore is what leads women and men into these stereotyped occupations. One answer lies in the type of occupational training they receive as preparation for work after graduation. A comparison of the enrollment percentages in occupational programs at the high school level reveals a definite sex difference in enrollment by program. Table 7 shows national female and male enrollment by occupational program for 1972 and projections for 1977.

Table 7

	1972[27]		1977* (Projections)	
	% Female	% Male	% Female	% Male
Agriculture	5.4	94.6	8.0	92.0
Distributive Education	45.3	54.7	46.0	54.0
Health	84.7	15.3	83.0	17.0
Home Economics	91.6	8.4	90.0	10.0
Gainful	(86.1)	(13.9)	----	----
Consumer Homemaking	(92.1)	(7.9)	----	----
Office	76.4	23.6	75.0	25.0
Technical	9.8	90.2	9.0	91.0
Trade & Industry	11.7	88.3	13.0	87.0
Special Programs	44.7	55.3	----	----
Total	55.4	44.6	----	----

* Source: Division of Vocational and Technical Education, Trends in Vocational Education, Fiscal Year 1972, Washington: Office of Education, Department of Health, Education and Welfare, June 1973.

Females are mainly concentrated in occupational areas which prepare them for low-wage jobs--clerical workers, health service workers and jobs in the distributive education field. The largest concentration of female enrollment is in consumer homemaking, which accounts for 42% of all female enrollment. Unfortunately, this is an area which is unlikely to result in paid employment. In contrast, males are located mainly in technical, industrial or agricultural training programs. These are areas which are most likely to lead to the highly skilled, higher paying jobs.

Examination of occupational enrollment figures clearly shows the basis for sex role stereotyping in employment. More distressing, the trend toward sex stereotyped occupational enrollment appears to be continuing. A comparison of the 1972 enrollment figures with the 1977 projections shows very little change in occupational program enrollment by sex.

A slight emerging trend is the shift of males into traditionally female occupational areas, especially consumer homemaking and office occupations. A possible reason could be the greater ease of males in obtaining employment in non-traditional areas. The results of a recent study of non-traditional employment indicated that males trained in non-traditional occupational areas were more likely than females trained in non-traditional areas to find jobs in areas in which they were trained. Females, though, who were trained in traditional areas were no more likely to find jobs than females trained in non-traditional areas. Fortunately, at least females were not penalized for their non-traditional training.[28]

Judging from occupational enrollment and employment figures, the employment picture for females is bleak. Some high school females may argue that the employment picture does not affect them because they plan to get married after graduation. Married or not, however, the facts show that most women will be directly affected by current job and pay inequities. These inequities include:

1. Nine out of ten women will work at some time in their lives.

2. Most women work because of economic need. About 60% of all women workers are single, widowed, divorced or have husbands who earn less than $7,000 per year.

3. More than one-half of all women between the ages of 18 and 24 are workers.

4. Among all families, one out of eight is headed by a woman. Of all women workers, one out of ten is a family head.

5. Among all poor families (total income less than $4,275 per year), two out of five are headed by a woman.

Examination of the above figures disproves many of the myths about women workers. It is clearly not true that:

1. Most women get married after graduation and never work.

2. Most women do not need to work.

3. Women who work do so to relieve boredom or earn "pin" money.

A large portion of women need to work and/or must work in order to support themselves and their families and/or to raise the family income to an acceptable level. Differential pay seems to be having a noticeable, unfortunate effect on women who work to support their families. Between 1970 and 1974, the number of poverty level families headed by women increased by 21% whereas those with men as heads actually decreased by 17%.[30]

It must be remembered also that many women, just as men, are motivated to work by factors other than pay. They enjoy working because of the opportunity to use personal skills and talents and for the satisfaction of accomplishment. For these reasons in addition, employment inequities must be corrected to provide a workplace where both men and women can realize their potential and earn a fair return for the use of their skills.

SELF CHECK: See how well you can do on these questions.

12. Look at the list below of occupational program areas and place an F beside the ones with mainly female enrollment and an M beside the ones with mainly male enrollments.

    _____ a. Office Occupations
    _____ b. Trade & Industry
    _____ c. Agriculture
    _____ d. Health Occupations
    _____ e. Technical
    _____ f. Home Economics
    _____ g. Distributive Education

13. The largest concentration of females is in the _____ program area which does not prepare students for paid employment.

14. A larger proportion of (females, males) are enrolling in non-traditional occupational programs. (Circle one)

15. Figures show that _____ out of 10 women will work at some time in their lives.

16. Most women work: (Circle answer)

    a. to relieve boredom
    b. because of economic need
    c. to buy "luxury" items
    d. both a and c

17. The number of poverty level families headed by men is (increasing, decreasing) while the number of such families headed by women is (increasing, decreasing). (Circle one)

---

12. F, M, M, F, F, M; 13. Consumer Homemaking; 14. Males; 15. 9; 16. b; 17. decreasing, increasing

A number of stereotypes create conflicts that limit the career options of both males and females. Many males fear being labeled "sissy" or "unaggressive" for pursuing jobs in traditionally female areas. Unfortunately, this fear often prevents males from entering potentially rewarding and satisfying careers.

A large part of this fear in males is the result of our society's stereotype that "male is normal" and anything else is not normal. The value of any practice in our society tends to be judged in the context of what males normally do. Unfortunately, this very practice prevents many men from doing things that "men don't normally do."

In addition to stereotypes about the work men and women are capable of doing and expected to do, society has strong expectations of male and female behaviors. These behavioral expectations restrict the individual further when choosing an occupation. Males are generally expected to:

1. be the decision-makers in their families and in the legal arena of our country.
2. be strong, brave and unemotional.
3. be successful -- make enough money to provide wives and families with the things that they want.
4. be decisive -- never uncertain.
5. be an expert on every subject -- always know the answers.
6. be athletic -- prove oneself by winning in competition, at work and at play.

These expectations have put enormous pressures on men to excel, to prove themselves, to be aggressive and ambitious. For many men, work becomes all-consuming; it takes over both their energies and time.

Whereas femininity and independence are judged by society to be opposities, masculinity and independence are judged to be synonymous. One of the greatest fears revealed in all male group therapy sessions is their fear of dependence, especially dependence on women.[31] Such fears reflect society's stereotype that "real men are able to take care of themselves and their families, both financially and otherwise. Anything less is unmasculine."

Males who fail to live up to these standards often feel that they are failures as men. Ulcers, depression, anxiety, alcoholism and even suicide are not uncommon responses to the failure to live up to the traditional male role. Is it any wonder that males who are forced to retire or become unable to work sometimes ask, "What good am I to my family now?" Is it fair to anyone to define men's total worth in terms of their performance as breadwinners?

Women in responsible positions also often experience conflict; however, their conflict may be a "fear of success" syndrome which hinders their advancement on the job/career ladder. A successful woman in business is a contradiction of a woman's role. Thus, some women will avoid success on purpose because it is a contradictory message from that which they have learned in society.

Females in our society are expected to:

1. be supportive of males.
2. take most of the responsibility for child care.
3. keep the household responsibilities running smoothly.
4. be non-ambitious, non-aggressive.
5. have few opinions on social and political issues.
6. be non-competitive in areas where men compete.
7. be soft-spoken and attractive.

These behavioral expectations make many women who desire to work either set their ambitions low or take jobs which more closely parallel these expectations than do some of the more typically male-dominated occupations. In addition, many women fear that salary and job advancements put them in competition with men such that they will become more masculine.

Another stereotype that affects women's career choice is "Women are only capable of helping men do their work." Both in the home and in the work force women are viewed as the assistant, the helper, or as being in a supportive role. In the home--"a man's castle"--women are not viewed as the possible "breadwinner" or even, in some homes, as an equal partner in the management of the important home affairs. They are seen as helping men or as serving their husbands by keeping clothes clean and stomachs

filled. What does the cliche, "Behind every great man is a woman," bring to your mind within this context? In the work force, the above stereotype means that women are not capable of being managers, administrators or doctors but only assistant managers, secretaries or nurses. That is, women can help men do their important work; they cannot do it independently.

Other examples of stereotypes which have restricted job choices for both men and women are "Child care is a woman's responsibility" or "Women can care for children better than men." These stereotypes are reflected in the elementary school teaching occupation. Over 85% of elementary school teachers are women. There are many men who enjoy and are good at caring for children, but they have been kept from working with children because child care has been stereotyped as woman's work. One further point about elementary schools falls within the context of identifying "woman's work" and "man's work." Although most elementary teachers are women, less than 20% of elementary school principals are women.[32] This fact is a direct reflection of the stereotype that "Women are capable of taking care of children but should be supervised and managed by men."

Another potential source of conflict for women is family responsibility. Those women who decide to enter the labor market face two jobs--a 9-to-5 paid job and the unpaid household tasks. These latter tasks require up to an estimated 100 hours a week which must be partially assumed by other family members in a working woman's household. Even then, however, the burden often remains with the woman because of our society's stereotype, "housework is woman's work."

Child care is another pressing problem for working mothers. Over five million pre-school children have working mothers, yet only 700,000 licensed day care slots exist in this country. Present day care facilities are inadequate.[33] The majority of women must arrange for another source of care. Sometimes the payment for child care services may outweigh the financial benefits of working. Further, having school age children in the family only slightly relieves the problem.

Attempts to balance job commitment and family responsibilities can be blocked further by lack of convenient transportation and rigid work schedules. Part-time work is primarily available in low-paying, low-status jobs such as sales clerk or bookkeeper. Professional women and men workers can experience a reduction in status if they transfer to a part-time schedule to meet family responsibilities. Inadequate public transportation facilities can also restrict employment choices by limiting the geographic area in which individuals with family responsibilities could work.

Finally, the belief that a family and a career cannot exist together (partly a result of sex role conditioning) frequently means that women are neither promoted nor included in job training programs leading to advancement. Employers expect a high turnover and absentee rate from working mothers. Actually, the turnover rate is greater for men and the absentee rate is almost identical.[34]

Still, the most severe limiting factor is sex stereotyping. What would your feelings be if your teenage daughter told you that she wanted to be a truck driver, a farmer, an engineer, or a detective? Would your feelings be any different if your teenage son informed you that he wanted to be an elementary school teacher, a secretary, typist, or nurse? Does it really make sense to keep a person from choosing a particular kind of work just because that person is male or female? Many people today think that it does not.

We cannot conclude from the small increases of women and men in non-traditional occupations that the problems of sex stereotyping in the work force do not continue to exist. One trend not previously discussed is the decreasing percentage of women professionals as compared to men professionals. In 1940 the percentage of professionals who were women was 42% while in 1970 it had decreased to 39%.[35] Further, authors Hennig and Jardim found one characteristic common to successful female professionals and executives--they were raised without the usual restrictions imposed by sex role stereotypes.[36] These findings suggest that there is still much which needs to be done in order to provide both men and women with equal employment opportunities and that this should begin at home with child training.

The effects of sex stereotyping, bias and discrimination on minorities has been particularly harmful, especially in job choice and salaries where the effects are most moticeable. In Unit 4, we will discuss the impact of sex bias, stereotyping and discrimination on minority group members and some of the problems surrounding their struggle for equal rights.

SELF CHECK: Check yourself on these last questions.

18. Many men are hesitant to enter traditionally female occupations because of society's _____ that male is normal and anything else is not.

19. The worth of males is often defined in terms of their roles as _____.

    a. husbands
    b. fathers
    c. breadwinners
    d. employers

20. _____ and independence are often regarded as opposites.

21. _____sometimes results from males' failure to perform in accordance with the expected male role.

    a. ulcers
    b. depression
    c. suicide
    d. all of the above

22. Females are expected to: (Circle your answer)

    a. be ambitious
    b. have opinions on political issues
    c. be competitive
    d. be supportive of males
    e. all of the above

23. Which of the following are potential barriers to female employment? (Circle answer)

    a. family responsibilities
    b. child care availability and cost
    c. lack of adequate transportation
    d. rigid work schedules
    e. stereotypes about women workers
    f. all of the above

24. In 1970, the percentage of women professionals was (higher, lower) than the percentage of women professionals in 1940. (Circle your answer)

25. Stereotypes about men's work and women's work and male/female behavioral expectations: (Circle your answer)

    a. put enormous pressures on men and women
    b. restrict the occupational choices of males and females
    c. influence the types of occupations men and women choose
    d. all of the above

---

18. stereotypes; 19. c; 20. femininity; 21. d; 22. d; 23. f; 24. lower; 25. d

Glossary

1.	bleak	not hopeful or encouraging
2.	commensurate	equal in measure or extent
3.	commitment	agreement or pledge to do something in the future
4.	comparative	judged in relation to something else
5.	concentrated	gathered into one location, mass, or force
6.	contributing	playing a significant part in bringing about an end result or change
7.	deprive	to remove or take something away from
8.	devastating	laying waste; bringing about ruin
9.	disparity	difference; inequality
10.	distressing	causing worry, strain, or difficulty
11.	emerging	coming into view or coming into being
12.	fluctuates	variable; shifting back and forth uncertainly
13.	impact	the forceful effect of one thing on another in size, quantity, or number
14.	inequity	injustice; unfairness
15.	median	the middle number in a given sequence of numbers
16.	myths	an ill-found belief held uncritically by an interested group
17.	penalize	to inflict a penalty on; to put at a serious disadvantage
18.	percent	one part in a hundred
19.	predominate	that which has superior strength, influence or authority
20.	projections	an estimate of future probabilities or happenings based on current trends
21.	proportion	the relation of one part to the other
22.	reinforce	to strengthen; to support; to make stronger
23.	restrict	to limit; to confine; to restrain
24.	status	position or rank in relation to others
25.	strenuous	energetic; vigorously active; calling for energy or stamina
26.	supportive	furnishing support; comforting
27.	synonymous	being alike in meaning or significance
28.	traditional	acting in accordance with tradition; handing down beliefs and practices from one generation to the next

Unit 3: SEX STEREOTYPING, SEX BIAS AND SEX DISCRIMINATION IN THE WORK FORCE

POST-TEST

1. Women, on the average, make only _____ percent of what men make.

2. The gap between the salaries of college educated women and men is (greater, less than) the gap between the salaries of women and men at the lower education levels. (Circle one)

3. Women, in the same occupational category as men, earn (more, less) than men in these same categories. (Circle one)

4. The gap between the salaries of women and men has (increased, decreased) since 1970. (Circle one)

5. Where the training and experience of women and men is the same, the salary gap:

   a. disappears
   b. remains
   c. disappears in managerial occupations
   d. disappears in service occupations

T F 6. Women are located in a greater variety of jobs than men.

7. Look at the list of occupations presented below. Place an M beside those that are male-dominated and an F beside those that are female-dominated.

   _____ a. engineering
   _____ b. plumbing
   _____ c. secretarial work
   _____ d. sales clerking
   _____ e. medicine
   _____ f. bookeeping
   _____ g. private household work

8. Men are slow to move into female-dominated fields because:

   a. the pay is lower
   b. some feel that it is unmasculine
   c. men are naturally unfit for "women's work"
   d. both a and b

9. _____ out of 10 women will work at some time in their lives.

T F 10. Females and males are enrolled in occupational programs which are preparing them for employment in traditional occupations.

Answers: 1. 57; 2. greater; 3. less; 4. increased; 5. b; 6. F; 7. M, M, F, F, M, F, F; 8. d; 9. 9; 10. T

Unit 4: SEX STEREOTYPING AND MINORITY GROUPS

TEACHER MATERIALS

Educational Aims

The materials in this unit are designed to address the following aims:

1. Explain the double discrimination that minority women face; and
2. Create an awareness of the informational bases that suggest that such discrimination exists.
3. Examine the effects of racism and sexism on minority males' and females' social and economic environment.

Introduction

This unit of materials is designed to raise student awareness of the effect of sex bias on minority groups. Further, it is intended that these materials provide an information base which addresses this subject such that students can draw their own conclusions about the difficulties faced by minority groups and the actions that may be initiated by such groups. Additionally, an attempt is made to suggest some of the ambiguity and divergence of opinion that exists within organizations which are working for equal rights within the women's movement and racial minorities.

Specific Objectives

Cognitive

1. Students will correctly answer in 15 minutes of class time 14 of the 19 SELF CHECK questions included in this unit. (80% of students at 80% level of accuracy.)
2. Students will recall verbally at least two facts included in the text which support the conclusion that minority women as a group face more difficult employment problems than most employment groups. (60% of the students at the 100% level of accuracy.)
3. Students will write a one-paragraph explanation in 15 minutes describing the difference of opinion in racial minority communities surrounding the issues of equal rights and the women's movement based on interviews with individuals in those communities and/or text material. (50% of the students.)

Affective

1. Students will suggest possible strategies for overcoming the present inequities that minorities face. (20% of the students.)
2. Students will volunteer examples of bias or discrimination they have experienced/observed in the past year. (20% of the students.)
3. Students will suggest possible value differences that exist among different racial groups. (10% of the students.)

Abstract/Overview

Minority women experience double discrimination in that they are women and members of a racial minority. The discrimination is evidenced in a number of practices including pay, types of jobs, and training. Further, the problems of minority working women exceed those of other labor groups. A larger percentage of minority women than white women are heads of households, have more small children and have fewer skills and less training. The situation is further compounded by the racial discrimination minority men face which often complicates minority men's struggle for a satisfying sex role identity. An additional problem is a difference of opinion within racial minorities as to the efficacy of the women's movement. While some segments adamantly support the women's movement, others suggest it is counter-productive with the effort to achieve equal rights for all minorities.

Suggested Teaching Procedures

These materials are not as complicated as the preceding several units since the concepts of stereotypes and various statistical notions have already been introduced. The most difficult part of this unit is the information dealing with percentages and median incomes.

This unit provides an excellent opportunity to focus on the racial, as well as the gender, aspects of discrimination. It is here that the concept of discrimination may be brought into clear focus by comparing and contrasting the situation of the different groups of people who have been targets of discrimination. The black situation is emphasized because

of its relevance in this area, although students of other racial groups will find their problems addressed as well.

Parallels are often drawn between the women's movement and the black movement. Point it out but refrain from concluding that women and the blacks find themselves in the same situation. Ask black, Spanish or Indian classmates to comment on their perspective. Compare their point of view with that of whites, yet beware of generalizations since people are individuals with opinions and attitudes that may not necessarily lend themselves to sweeping generalizations. A good discussion of the black perspective is found in Unlearning the Lie: Sexism in the School. Among the ideas expressed in this volume is the notion that the difference in the white and black women's situation is that the white woman is discriminated against or "put in her place" by being pampered and put on a pedestal, whereas the black woman is despised and scorned. Also, since white women constitute the majority of women, they have defined the standards for beauty. Often this practice left the black women with sharp Negroid features feeling "different" from white women and therefore unattractive. Talk about the "Black is beautiful" attitude and its positive effect on the self concepts of both black males and females. Such an attitude has helped to redefine the standards by which physical attractiveness is measured and raise the level of self acceptance of those who do not fit the traditional standards set by whites.

If there are other minority groups represented in the class, you might ask them to share their perspective and experiences. Such groups as Indians, Puerto Ricans, Chicanos, Jews, Catholics, and even the disadvantaged and handicapped have unique experiences from which class members could benefit greatly.

In illustrating differences between the racial minority's and women's movement, mention the more widespread poverty in minority households and the greater likelihood of a female head of household in minority families.

Many families are unable to get social assistance for their children unless the husband is absent from the home; it may, therefore, occur to many minority husbands and wives that the father should leave for the children's financial welfare. It may be interesting to have a lawyer come into the class and address the question of social assistance and its inequities to males as well as females.

Key Concepts

The key concepts involved in this set of materials include the following:

1. Percentage
2. Median
3. Category
4. Minority group.

Additional Activities

Exercise One

A. Objective: Examine the parallels between white and minority female roles in society.

B. Activity: Check magazine ads and count the number of black females and white females. Compare magazines that are designed to appeal to white audiences to those that appeal to minority audiences. How many white females, as opposed to minority females, are pictured? What is each doing? Are they pictured differently? Is the same image for white and minority females projected? Which racial minority is featured most frequently? Are different racial minorities featured in different ways? What can you conclude about the roles of minority and white women in today's society from these ads?

OR

Examine different textbooks and count the number of pictures of white males, white females, minority males, minority females.

a. Who was pictured most frequently? Least frequently?

b. What were the minority females doing? What were the minority males doing?

c. Is the way white males and white females are pictured any different from the way minority males and minority females are pictured?

d. Summary and conclusions.

Exercise Two

A. Objective: Increase student awareness of minority women's perspective.

B. Activity: Have the class consider this quotation from a black woman in Unlearning the Lie: Sexism in School.

> Women are probably the most oppressed people in the world, but there's a difference between being oppressed and loved -- which you are when you're white--and oppressed and black. When you're black, you're hated, scorned, looked at as a despicable thing. Maybe it's just as stifling to be a white woman, but how do I know? At least white women don't feel despicable; they don't feel like horrible ugly things, do they? (pp. 103-104)

a. How do white women define beauty?

b. Is there a social class struggle running through the black movement? If so, describe it.

c. Where do you think the black woman has the most to gain--from the women's movement or the black movement?

C. Evaluation: Ask students to submit a paper addressing those questions mentioned in connection with this activity.

Exercise Three

A. Objective: To increase the students' awareness of the similarities and differences between sexism and racism.

B. Activity: Complete the following sentences with the first idea that enters your mind.

1. Since I am a (woman, man), I am required to _____ _____.

2. Since I am a (woman, man), I am able to _____ _____.

3. Since I am a (woman, man), I cannot _____ _____.

4. If I were a (woman, man) I could _____ _____.

5. If I were a (woman, man) I would _____ _____.

6. If I were a (woman, man) I would not have to _____ _____.

* What restrictions, obligations and freedoms do you see women and men having as revealed in the way you completed these sentences?

Complete the following sentences substituting the racial group of which you are a member for "woman" or "man."

7. Since I am a(n) (white, black, Indian, Chicano, Japanese, Chinese, Puerto Rican, Filipino, (other))_____.
   I am required to _____
   _____.

8. Since I am a(n) (white, black, Indian, Chicano, Japanese, Chinese, Puerto Rican, Filipino, (other))_____,
   I am able to _____
   _____.

9. Since I am a(n) (white, black, Indian, Chicano, Japanese, Chinese, Puerto Rican, Filipino, (other))_____,
   I cannot _____
   _____.

10. If I were a(n) (pick one racial group) _____,
    I could _____
    _____.

11. If I were a(n) (_____),
    I would _____
    _____.

12. If I were a(n) (_____),
    I would not have to _____
    _____.

* What restrictions, obligations and freedoms do you see racial groups as having as revealed in the way you completed sentences 7-12?
* How do these compare with sex role restrictions, obligations and freedoms?

C. Evaluation: Have students compare their responses with those of their classmates in a class discussion while answering the question, "Which is worse, sexism or racism?"

Exercise Four

A. Objective: To increase students' knowledge of the culture and sex roles of different racial minorities.

B. Activity: Divide students into groups and have each group do research on one of the minority groups listed below:

Black	American Indian
Chicano	Puerto Rican
Chinese	Filipino
Japanese	

Have each group elect a spokesperson and report their findings to the class. The report at a minimum should contain information regarding the minority group's culture, religious beliefs, employment characteristics and sex roles. Other information could include geographical concentration, historical account of their activities, political accomplishments, etc.

C. Evaluation: Have students write a paper contrasting possible attitudes toward the women's movement from each minority group perspective.

Time

This unit requires a minimum of 30 minutes to complete.

Evaluation

Three means of evaluation are particularly applicable to this unit. Students could be asked to take a quiz on ten of the self-check questions. Students could be asked to perform exercise one and submit the results for evaluation. Students could be asked to develop an essay on the topic, "Minority Women are Doubly Discriminated Against: The Position of Minority Women in Work," citing three examples from the text to support their conclusions in support of or opposing the statement.

Suggested References

National Black Feminist Organization. Statement of Purpose. New York.

U.S. Department of Labor, 1975 Handbook on Women Workers. Employment Standards Administration, Women's Bureau. Bul. 297, Washington, 1975.

Freeman, Frankie M. Women in the 70's. Black Women and the Equal Rights Amendment. League of Women Voters of the U.S. Washington, D.C.

U.S. Department of Labor, Employment Standard Administration, Women's Bureau. "Facts on Women Workers of Minority Races". Washington: Government Printing Office.

Harrison, Barbara G. Unlearning the Lie: Sexism in School. New York: Liveright, 1973.

Unit 4: SEX STEREOTYPING AND MINORITY GROUPS

PRE-TEST

1. Minority women face double discrimination because they are both _____ and minority group members.

2. There is a (greater, smaller) percentage of minority women working than white women. (Circle one)

T F 3. It is less acceptable in the white culture than in the minority culture for women not to work.

4. The percentage of working minority women under age 25 is (greater, less than) the percentage of working white women. (Circle one)

5. Which of the following groups receives the lowest income? (Circle answer)

   a. white men c. white women
   b. minority men d. minority women

6. Which of the following groups of minority women receives the lowest median salary? (Circle answer)

   a. Chinese c. American Indian
   b. Chicano d. Black

7. In which of the occupations below is the proportion of minority women greater than the proportion of white women? (Circle answer)

   a. Private household workers c. Clerical
   b. Sales d. Professional, technical workers

8. (Whites, racial minority groups) have a greater proportion of female heads of household. (Circle one)

9. Minority females have a (higher, lower) level of education than white females. (Circle one)

T F 10. Many minority women face the decision of whether to direct their struggle for equality toward the women's movement or toward racial equality.

Answers: 1. women; 2. greater; 3. F; 4. less than; 5. d; 6. c; 7. a; 8. racial minority groups; 9. lower; 10. T

Unit 4: SEX STEREOTYPING AND MINORITY GROUPS

Specific Objectives

1. Students will correctly answer in 15 minutes of class time 10 of the 14 SELF CHECK questions included in this unit.

2. Students will recall verbally at least two facts included in the text which support the conclusion that minority women as a group face more difficult employment problems than most employment groups.

3. Students will write a one-paragraph explanation in 15 minutes describing the difference of opinion in racial minority communities surrounding the issues of equal rights and the women's movement based on interviews with individuals in those communities and/or text material.

Unit 4: STUDENT MATERIALS

SEX STEREOTYPING AND MINORITY GROUPS

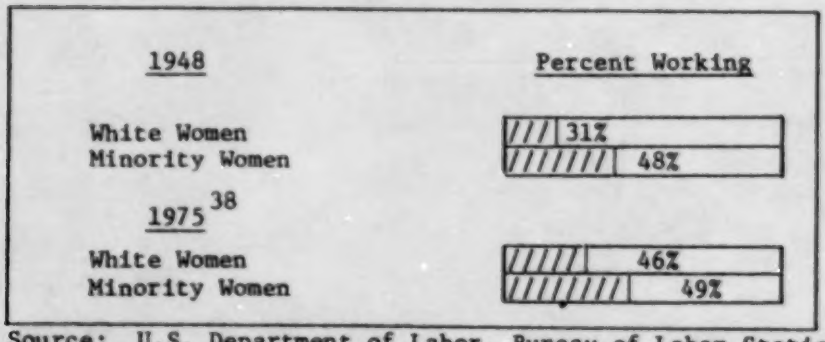
Minority groups in the United States have historically faced social and economic discrimination. The effects are demonstrated in the lower salaries paid to minority groups, minority group concentration in blue-collar and unskilled occupations, and the lower educational level and social isolation of minority groups when compared to the white majority.

Though women as a group face discrimination in education, employment, and the like, women who belong to racial minority groups face double discrimination in these areas. As both women and members of racial minorities, they face two societal disadvantages at the same time.

As one can see from the table below, the percentage of minority women working was greater than the percentage of white women working in 1975. This difference, however, between the percentages of white and minority working women has decreased since World War II. In 1948, 48% of all minority women were working as compared to only 31% of all white women.[37] A comparison of 1975 data for both groups shows that the percentage of white women working has almost equaled the percentage of minority women working. Work is becoming a way of life for many women rather than a necessary evil reserved for the "lower class."

Table 1

PERCENTAGE OF MINORITY WOMEN AND WHITE WOMEN WORKING IN 1948 AND 1975



Source: U.S. Department of Labor, Bureau of Labor Statistics: Employment and Earnings, May 1974. Manpower Report of the President, April 1974.

By April 1974, the proportion of working minority women who were 25 years old and older was greater than the proportion of working white women in this age category. Interestingly, the opposite was true for women under 25 years. In this younger age group, the proportion of minority women employed was lower than the proportion of white women employed.[39] These figures are easier to understand when we look at the characteristics of these age categories and of the minority and white cultures.

One probable reason why fewer white women over 25 years old work than minority women of this age category is that the white husbands of white women generally have higher salaries than minority husbands. In 1973, minority males' income was only 72% of white males' income while minority women's income was 88% of white women's income.[40] Minority males and women of all racial groups face a common struggle for decent pay in the work force.

A second possible reason for fewer older white women than minority women in the labor force is the following stereotype: "Men who cannot support their families are not real men." This stereotype has been held more strongly by the white culture than by the racial minority cultures. Many white men have learned to believe that their masculinity is in question if they cannot support their families without the assistance of their wives' income. Therefore, this stereotyped belief makes it not only acceptable but also encourages white women to stay out of the labor force.

What could be the reasons that fewer minority women under 25 years of age work than white women? Since fewer young minority women than young white women are in school, it would seem that more minority women would be working than white women. However, there are two further factors which must be considered.

First, more minority women than white women under age 25 have children, thus many minority women must take care of children rather than go to work.[41] Second, fewer minority women than white women finish school,

making it more difficult for the minority women to find employment. The higher the woman's educational level, the more likely she is to be working. This is even more true for minority women than for white women.

Aside from discrimination, obvious barriers to employment of minority women are the lack of education and training and child care responsibilities. You may already realize that these barriers are not unique to minority women but are barriers to the employment of women in general. However, these barriers are more exaggerated for minority women than for white women.

SELF CHECK: Try to answer the following questions before continuing.

1. Minority groups in the U.S. have been discriminated against both socially and _____.

2. Minority women face double discrimination in that they are both _____ and minority group members.

3. The percentage of minority women working is _____ the percentage of white women working.

   a. less than
   b. equal to
   c. greater than
   d. none of the above

4. In 1975, the proportion of working minority women who were _____ years of age and older was greater than the proportion of working white women in this age category.

5. Fewer older white women than older minority women work because _____.

   a. white husbands have high enough incomes to support their families while many minority families must depend on both the husband's and the wife's incomes.
   b. it is more acceptable in the white culture than in minority cultures for women not to work.
   c. in minority families the income of females is needed to help support the families.
   d. all of the above are correct.

6. In the 25 and under age group, the proportion of minority women employed is _____ that of white women.

   a. less than
   b. greater than
   c. equal to
   d. none of the above

7. Besides child care responsibilities, a possible reason for the above-mentioned trend is the _____ level of education for minority women.

---

1. economically; 2. female; 3. c; 4. 25; 5. d; 6. a; 7. lower

A comparison of the salaries of minority women demonstrates with distressing clarity the need to eliminate sex discrimination and sex bias in the work force. The median yearly income of full-time year-round female minority race women in 1974 was $6,611. This was 94% of the salaries of white women, 73% of the salaries of minority men, and 54% of the salaries of white men. Minority women, as a group, are the lowest paid of any group of workers.[42] As you can see from Table 2, the median incomes of all minority women fall below that for all men ($11,835) and all women ($6,772).

Of all minority women, American Indian women suffer most on the pay scale. With a median yearly income of $1,694 and 86% falling below $5,000 per year, they are the most underpaid group in the work force.

Although ahead of the American Indian in median yearly income, Chicanos still only earn a median income of $2,682. With 76% below $5,000 yearly income, Chicanos are clearly economically disadvantaged.

The labor force participation rates of Chinese, black and Japanese women surpass white women; still their median yearly incomes are meager. The problem is especially serious for black women since 35% of those working are household heads with children to support. In 1975, black female household heads were twice as likely as white female household heads to have three or more children.[43]

Table 2[44]

	Median Income	% Earning Under $5,000	% Working	% Female Heads of Household
American Indian	$1,697	86	35	--
Chicano	2,682	76	--	14
Chinese	2,686	75	49	6
Black	2,810	--	49	35
Japanese	3,236	--	49	--
Filipino	3,513	--	55	8
Puerto Rican	3,889	68	17	31

Japanese and Chinese women have fared considerably better at some levels than black women. The earnings of Japanese women, at some educational levels, averaged 10% above the earnings of white women in 1975. Chinese women's earnings were higher than white women's for high school graduates and those with some college. Perhaps those minority women who complete advanced schooling or training are more qualified than most. This may indeed be the case if there is any truth to the frequently voiced phrase, "if you're a minority race woman, you have to be twice as good as anyone else in order to get a job."

Filipino and Puerto Rican women hold the best position, salary-wise, of any of the minority women. Still, their median yearly salaries remain low. Over half of the 17% of Puerto Rican women working hold jobs as operatives or service workers. The difficulty in breaking out of the poverty cycle is enormous given the limited choice of occupations, especially at the upper salary levels.

SELF CHECK: Check your comprehension of the material you just completed.

8. Rank the following from lowest to highest income level. Lowest should be marked with a (1) and the highest with a (4).

_____ white women _____ minority women

_____ white men _____ minority men

9. Rank the following groups of minority women in terms of the size of their median yearly salaries. Place a 1 beside the group with the highest median salary, a 2 beside the next highest and so forth until all seven groups have been ranked.

_____ a. Chicano

_____ b. Puerto Rican

_____ c. Black

_____ d. American Indian

_____ e. Chinese

_____ f. Filipino

_____ g. Japanese

10. Which of the following is a female minority group whose earnings averaged greater at some levels than the earnings of white women? (Circle your answer)

a. Black

b. Japanese

c. Chicano

d. Puerto Rican

---

8. 2,4,1,3; 9. 6,1,4,7,5,2,3; 10. b

The percentage of white women working in the following types of occupations was greater than the percentage of minority women in these occupations.[45]

Professional, technical workers
Managers, Administrators (except farm)
Sales
Clerical
Farmers and farm managers
Farm laborers and supervisors

In contrast, the proportion of minority females out-numbered the proportion of white females in the following occupations:

Operatives (except transport)
Private household workers
Service workers

These occupations in which minority women are highly represented have lower paying salaries than those occupations in which white women predominate.

In 1974, 15% of white women workers held professional and technical positions whereas only 12% of minority women workers were employed at the top. The breakdown of the 12% minority women in professional and technical positions is as follows:[46]

Filipino - 27%
Korean - 23%
Chinese - 21%
Japanese - 15%
Black - 11%
American Indian - 9%
Chicano - 6%

All women, minority races and whites, lack the job positions/career tracts necessary to compete for the higher salaries and promotions. As the authors of a recent article on minority women's employment so well express, the problem is not in salaries alone--women must first gain entrance to those jobs/career ladders which pay higher salaries:

> "All women are coming to realize that the feminist demand of 'equal pay for equal work' is outdated. The fundamental demand must be for equal access to equal work." (p. 272) 47

The need for equal employment practices for minority women is particularly pressing since more minority families (33%) are headed by females than is true for white families (10%). Further, 66% of minority women who are household heads have children to support as compared to 50% of white female household heads.[48] As is true for the white culture, child care is, in minority groups, still regarded as women's responsibility. A divorce, separation or the birth of children out of wedlock will normally leave the female as household head. When you realize that all females are generally paid less than males, the problem becomes especially critical. In 1974, 60% of the households with black female heads had incomes of less than $5,000, whereas this was only true for 30% of all families headed by white women. Considering these figures, it is not too surprising to learn that most of those who receive public assistance are minority female family heads.[49]

The problem is complicated by lack of training and education. Only 33% of female minority household heads had a high school education as of 1971, as compared to more than 50% of the white female household heads.[50] Low levels of education and training has kept minority women from competing in the labor market not only for high paying jobs but also for a greater variety of jobs. As previously stated, the higher the level of a woman's education, the more likely she is to be working. Consequently, one way to correct job discrimination against minority women would be to encourage them and support them in gaining further education.

SELF CHECK: Check your memory of the material you just read.

11. Look at the list of occupations below and circle those with a greater proportion of minority women employees than white women employees:

a. clerical
b. private household workers
c. sales
d. farm laborers/supervisors
e. professional/technical workers
f. crafts
g. operatives (except transport)
h. managers, administrators
i. farmers or farm managers
j. service workers

12. Only _____% of minority women workers held professional and technical positions in 1974.

13. The female minority group with the largest proportion of professional and technical workers is: (Circle one)

a. Chinese
b. Black
c. Filipino
d. American Indian

14. The proportion of female heads of household is greater for (white, minority) women. (Circle one)

15. Most of those who receive public assistance are _____.

16. The proportion of minority female heads of household with at least a high school education is (greater, less than) that for white female household heads. (Circle one)

---

11. b,g,j; 12. 12; 13. c; 14. minority; 15. female household heads; 16. less than

Women of all minority races face the problem of where best to direct their struggles for equality. Many feel that their first obligation is to their race rather than to their sex. Many see the black cause and the women's cause as separate and distinct. The idea that the women's movement is for the white, middle class woman has driven some minority women away. It is true that the treatment and position in society of minority and white women is quite different. White women have traditionally been pampered and "placed on pedestals" while many minority women were performing manual labor and bearing the same responsibilities as men. The words of Sojourner Truth, a courageous black slave woman, at the 1851 Women's Rights Convention, expresses the continuing position of blacks and many other minority women in society:

> "The man over there says women need to be helped into carriages and lifted over ditches. Nobody ever helps me into carriages or over puddles, or gives me the best place ... and ain't I a woman? Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me ... and ain't I a woman? I could work as much and eat as much as a man ... when I could get it ... and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most of 'em sold into slavery, and when I cried out with my mother's grief, none but Jesus heard me ... and ain't I a woman?" 51

It is difficult for many minority women who spend many hours daily at hard labor for meager pay to identify with a cause that talks about "liberating" women from their pampered position in the family. Discrimination in our society is first and foremost for many a threat to minority women's racial identity. As one female Chicano author expresses:

> "Not only does she (the Chicano) suffer the oppression that the Anglo woman suffers as a woman in the market of humanity, but she must also suffer the oppression of being a minority person with a different set of values. Because her existence and the livelihood of the children depend on her conforming, she tries very hard to conform. Thus she may find herself even rejecting herself as a Mexican-American. Existence itself depends on this." (p. 430) 52

A similar idea is expressed by a black female author:

> "Racial oppression of black people in America has done what neither class oppression nor sexual oppression, with all their perniciousness, has ever done: destroyed an entire people and their culture. The difference is between exploitation and slavery." (p. 399) 53

Other minority women feel that they have failed to advance the cause of human rights if they strive only for racial equality rather than human equality. For these women, the women's movement plays a critical role in their struggle. The National Black Feminist Organization argues that if the black woman stands only behind the black man in his struggle for equality that she will end up like the white woman, pampered and placed on a pedestal perhaps, but still without equal rights which is what she was fighting for in the beginning. The National Black Feminist Organization holds that the struggle for one's rights as a black and as a woman are not in conflict, although this struggle is unique. The following quotation from the organization's statement of purpose describes its view of the black women's equal rights struggle.

> "Black women in this country live the phenomenon of being both black and female in a country that is both sexist and racist. We can't expect anyone to organize around the specific oppressions that black women experience; not white women because they don't experience racism; not black men because they don't encounter sexism." 54

The goal of the National Black Feminist Organization is to foster the aims of the women's movement by fighting for equal rights for women as well as by fighting for equal rights for the entire black race, not just black men. With this goal realized, black men would no longer find themselves buying into the white man's value system with all of its male pressures, materialism and exaggerated emphasis on work. They would instead be freer to develop their own life styles and values, hopefully without the unnecessary tensions and pressures that are so often associated with the traditional white middle class way of life.

In Unit 5 we will discuss a major transmitter of sex role stereotypes--the school. It is here that the stereotypes acquired at home during early childhood training are strengthened and intensified. Remember throughout Unit 5 that schools are a reflection of society's attitudes and values. They tend to reflect the thinking of the community they serve.

SELF CHECK: These questions conclude this unit.

16. Minority race women face the problem of whether to direct their efforts for equality toward their _____ or their sex.

17. Many minority women feel that the women's movement is for _____.

    a. men
    b. white women
    c. middle class women
    d. both b and c
    e. all of the above

18. The National Black Feminist Organization argues that their organization fosters not only the aims of women but also the aims of blacks because they are struggling for equal rights for the entire black race rather than just _____.

19. If minorities unite around the cause of _____ equality, the separate issues of race and sex likely would cease to be a source of conflict.

---

16. race; 17. d; 18. Black men; 19. human

Glossary

1.	exaggerated	enlarged or increased beyond normal
2.	exploitation	an unjust or improper use of another person for one's own profit or advantage
3.	materialism	the belief that material or financial well-being is the highest value or most important goal for which one can strive
4.	meager	lacking desirable qualities; falling short of what is normal, necessary, or desirable
5.	minority	a group differing from others in some characteristic and often treated differently
6.	oppression	unjust or cruel use of authority or power over someone
7.	percentage	the part of the whole expressed in hundreds
8.	perniciousness	highly destructive; deadly; harmful
9.	unique	unequaled; rare or uncommon

Unit 4: SEX STEREOTYPING AND MINORITY GROUPS

POST-TEST

1. Minority women face double discrimination since they are both _____ and _____.

2. The percentage of white women working is _____ the percentage of minority women working.
   a. equal to c. less than
   b. greater than d. none of the above

3. The proportion of working minority women over age 25 is (greater than, less than) the proportion of working white women in this age group. (Circle one)

T F 4. Although racial minorities are disadvantaged, their future is bright since the level of education of minorities is higher than that of whites.

5. Rank the income levels of the following groups from highest to lowest. Highest should be marked with a (1) and the lowest with a (4).
   _____ minority men _____ white men
   _____ minority women _____ white women

6. After looking at the groups of minorities presented below, place a check (✓) beside the group with the highest median yearly salary and a cross (X) beside the group with the lowest median yearly salary.
   _____ Black _____ Puerto Rican _____ Chinese _____ Chicano
   _____ Filipino _____ Japanese _____ American Indian

7. Which of the following is an occupational group with a greater proportion of minority women than white women? (Circle answer)
   a. managers, administrators (except farm)
   b. farmers and farm managers
   c. farm laborers
   d. service workers

8. Most of the recipients of public assistance are: (Circle answer)
   a. minority males c. minority female household heads
   b. white males d. widowers and divorced men
   e. a, b, and d

9. As of 1971, only 33% of female (minority, white) household heads had a high school education compared to 50% of all female (minority, white) household heads. (Circle one)

10. It has been suggested that minorities unite around the issue of _____ rights rather than centering their efforts solely on racial or sexual equality.

Answers: 1. women, members of minority groups; 2. c; 3. greater than; 4. F; 5. 2, 4, 1, 3; 6. ✓ Puerto Rican, X American Indian; 7. d; 8. c; 9. minority, white; 10. human

Unit 5: SEX STEREOTYPING IN THE SCHOOLS
TEACHER MATERIALS

Educational Aims

The materials included in this unit are designed to address the following educational aims:

1. Increase student awareness of the subtle ways in which institutions socialize students about sex stereotyping and discrimination;
2. Examine schools as a specific vehicle for transmitting such behaviors, values and attitudes; and
3. Demonstrate that this stereotyping and bias notion exists at all levels of education

Introduction

This unit focuses on the role that a major social institution, such as schools, has on the transmission of behavioral expectations, stereotypes and discrimination. Attention is given to stereotyping at each level of schooling and to several different methods of transmission. For example, the sex bias inherent in textbooks, teacher behavior and school practices are each explored. The "Additional Activities" section contains several exercises that facilitate the inspection of your school for areas of stereotyping and/or discrimination.

Specific Objectives

Cognitive

1. Students will correctly answer in 20 minutes of class time 25 of the 33 SELF CHECK questions. (80% of students at the 80% level of accuracy.)
2. Given the specification of a level of schooling (i.e., elementary, high school, higher education) students will name in ten minutes of class time one specific practice which contributes to stereotyping at that level. (50% of students at the 100% level of accuracy.)
3. Students will define, by means of a paper and pencil test in 15 minutes of class time, "behavioral expectations" using at least 2 examples from the text. (50% of students at the 50% level of accuracy.)

Affective

1. Students will volunteer information or ask questions about the practices in this school which contribute to behaviorally expected stereotypes. (50% of the students.)
2. Students will suggest a class project to investigate an area (or the extent to which) sex stereotyping occurs in this school. (5% of the students.)

Abstract/Overview

In addition to teaching academic subjects, schools also provide many "informal" learning experiences. These informal "subjects" include values, attitudes, behaviors and techniques involved in self-concept. Of particular concern in this set of materials are those behaviors and attitudes that are considered to be "typically female" or "typically male."

Like society at large, schools either teach or reinforce behaviors and traits associated with females or males such as independence, obedience, authority and so forth. Textbook language, teacher behavior, school administrative organization, and dress codes, among other things serve to encourage specific behaviors. In higher education these problems are compounded by more deliberate discrimination in terms of admissions and financial aid.

Teaching Suggestions

Advanced Preparation

This unit should be the easiest to teach since it builds on previously learned concepts and focuses on an issue that has immediate relevance to the students. Teachers are encouraged to utilize this special opportunity to have students examine their own school for examples of bias. Emphasize that few people are without bias; therefore, blame will not solve the problem. Instead, reward realistic, helpful responses such as a willingness to discuss, examine and evaluate bias ... and you, the teacher, should consider using some of your own as a starting point of reference. Be supportive of students' attempts to do so and take the time to restate the comments in order to keep the topic on the minds of the students. The

teacher might also consider discussing the role of attitudes in bias and stereotyping, including the strength of the attitude, the effect personal attitudes may have and the role of well-intentioned behavior.

A final area the teacher might address is the area of potential benefits which could be derived by abolition of bias. Among topics in this area are increased choices of study and occupations, increased salaries and reduced pressure on females and males to conform to society's sex role stereotypes.

Key Concepts

The key concepts which are included in this unit include the following:

1. Institution
2. Behavioral expectation
3. Stereotyping
4. Bias

Additional Activities

Exercise One

A. Objective: Increase student awareness of sex stereotypes in literature.

B. Activity: Review text and library books at the high school level, looking for sex bias. The following check list should help.

I. General

A. Count the number of pictures and illustrations in the text. What percentage is male?

B. What are females doing? (Record the activity for each female in the textbook.)

1. housework
2. physical activity
3. working
4. other (specify) _____

C. What are males doing? (Record the activity for each male in the textbook being examined.)

1. housework
2. physical activity

3. working
4. other (specify) _____

D. Compare the activities in which the majority of the females are engaged as well as the activities in which the majority of the males are engaged.

1. What images are conveyed for each sex according to the manner in which they are pictured?
2. How frequently are males and females pictured together? When they are pictured together, what are they doing? What images does this convey regarding female/male roles?

E. What percentage of the time are racial minorities pictured?

- racial minority males

- racial minority females

1. What are they doing?
2. Do the illustrations convey stereotypes about racial minorities? If so, what are they?
3. Are there other minority groups which are either omitted or underrepresented? If so, which ones? What stereotype does this convey?

II. Math and Science Textbooks

A. Are masculine pronouns used generically?

B. What percentage of the illustrations are of females as compared to males?

C. What are females doing? What are males doing?

D. How many eminent female scientists and mathematicians are mentioned compared to male scientists and mathematicians?

E. How many males vs. females are pictured in math and science occupations?

F. How many males vs. females are mentioned in math and science problems? What are they doing?

1. number of times boys are helping girls
2. number of times girls are helping boys
3. number of times women are helping men
4. number of times men are helping women.

G. Answer B through F substituting racial minority females and males for white females and males.

III. History Textbooks

A. Are masculine pronouns used generically?

B. Percent of female illustrations? Male illustrations?

C. What are females doing? What are males doing?

D. List the different occupations in which males are pictured compared with females. What stereotypes does this convey?

E. How many pages are devoted exclusively to females? To males?

F. Are females discussed differently than males?

1. Are males generally discussed within the context of their achievements?
2. Are females generally discussed within the context of their families? Are their physical characteristics mentioned more often than are males?

G. Are racial groups absent, underrepresented or stereotyped? How about racial minority females?

H. Are human rights issues given fair and accurate treatment?

1. suffrage movement?
2. slavery issue?

I. Are women pictured engaging in farming, industrial work, military efforts, education, art, science and mathematics? Are men? If so, are stereotypes conveyed? What are they?

IV. Vocational/Technical/Textbooks

A. Devise your own evaluation guide for these textbooks and list the stereotypes you find as you look through them.

V. Summary

A. If you were a visitor from outer space viewing these textbooks for the first time, what would you conclude about the roles of females and males in our society?

B. Examine grammar school textbooks looking for instances of sex bias and sex role stereotyping. What are children learning in school about how females and males are expected to behave?

C. Evaluation: Ask students to submit a summary of their findings which makes mention of the answers to all the above questions.

Exercise Two

A. Objective: Increase awareness of the importance of women to the history and development of the United States.

B. Activity: Choose or divide the following list of persons for study. Small group discussion, research papers, oral reports or the development of a women's supplement to local history books is recommended. The 1976 special issue of Life magazine may also be of use here.

FAMOUS AMERICAN WOMEN

1. Jane Addams (founder of philanthropic house)
2. Louisa May Alcott (author)
3. Marion Anderson (black singer)
4. Susan B. Anthony (women's rights activist)
5. Ethel Barrymore (actress)
6. Clara Barton (nurse and founder of Red Cross -- Civil War and Spanish American War.)
7. Mary McLeod Bethune (founder and President of Bethune-Cookman College, organized and directed the Division of Negro Affairs and advisor to FDR on Negro Affairs)
8. St. Frances Xavier Cabrini (first American through papal proclamation to be declared a Saint)
9. Mary Cassatt (American impressionistic artist)
10. Willa Cather (short story writer and novelist)
11. Agnes de Mille (dance composer)
12. Emily Dickinson (poet)
13. Dorothea Dix (responsible for humane hospital treatment of mentally ill)
14. Isadora Duncan (ballet and modern dancer)
15. Amelia Earhart (first woman to fly solo across Atlantic; first person to fly 2400 miles across Pacific)
16. Mary Baker Eddy (founder of Christian Science and the Christian Science Monitor)
17. Margaret Fuller (first female editor of a large American newspaper; her book laid groundwork for feminism in U.S.)
18. Lillian Gilbreth (industrial psychologist; efficiency expert)
19. Martha Graham (modern dancer)
20. Edith Hamilton (classicist author and authority on Greek way of life)
21. Oveta Culp Hobby (leader of WAC: Secretary of HEW, second female member of President's Cabinet under Eisenhower)
22. Malvina Hoffman (sculptor)
23. Helen Keller (deaf and blind since birth; learned from her adept teacher to communicate and crusaded for the handicapped)
24. Anne Sullivan (the teacher of Helen Keller)
25. Dorothea Lange (photographer whose work publicized child abuse and caused the passage of laws to protect children)
26. Susanne Langer (philosopher)
27. Mary Lyon (educator-founder of Mt. Holyoke College)
28. Margaret Mead (anthropologist)
29. Edna St. Vincent Millay (poet)
30. Maria Mitchell (astronomer and educator; first woman to discover a comet)
31. Harriet Monroe (poet)
32. Constance Baker Motley (U.S. District Court Judge -- champion of desegregation)
33. Lucretia Mott (first American to advocate equal rights for women -- leader in anti-slavery movement)
34. Rosa Ponselle (soprano; first American to become Metropolitan prima donna without previous European training)
35. Eleanor Roosevelt (championed human rights -- most active American woman in national and international affairs)

36. Florence Sabin (first woman to teach at Johns Hopkins -- noted for her study of TB and her emphasis on prevention rather than cure)
37. Margaret Sanger (initiator of birth control movement in U.S., opened first birth control clinic in U.S. in 1916)
38. Margaret Chase Smith (first woman to serve in both houses of Congress, first elected to leadership post in Senate; first woman to be nominated for President of U.S. at the convention of a major political party)
39. Gertrude Stein (writer; influential in shaping modern art)
40. Harriet Beecher Stowe (author of Uncle Tom's Cabin, brought the issue of slavery to the forefront)
41. Harriet Tubman (slave woman who led 300 slaves to the freedom of the north)
42. "Babe" Didrikson Zaharias (the foremost all-round athlete in American sports history)

C. Evaluation: Assess the quality/adequacy of the report. Evaluation criteria could include comprehensiveness of coverage, accuracy of information, quality of references and grammatical usage and sentence structure.

Exercise Three

A. Objective: Increase student awareness of how schools' treatment of athletes contributes to sex role stereotyping.

B. Activity: Survey the athletic and physical education program at your school using the following questions as a basic checklist.

1. How many girls' activities are there compared to boys'?
2. How many coed activities are there?
3. Make an inventory of the athletic equipment for boys' activities compared to girls' activities.
4. In what condition is each piece of equipment? Evaluate each piece using excellent, good, fair, poor -- do the males or females have the best equipment or is the equipment evenly distributed?
5. How many competitive athletic teams are there? Are they segregated by sex or integrated?
6. Find out the school's budget for males' and females' athletic programs. Which programs are most liberally funded?
7. What stereotypes are conveyed by the practices you observed?

C. Evaluation: Have students or groups of students submit brief reports including their findings, conclusions and recommendations based on the above information.

Time

These materials require a minimum of 35 minutes to complete.

Evaluation

Several means of evaluation appear particularly applicable to this unit, including the following:

1. Have students answer 20 of the SELF CHECK questions as a quiz with a minimum score of 16 correct.
2. Have students answer one of the following discussion/list questions:
   a) Define behavioral expectations. List three such expectations taught in school and suggest how that teaching takes place.
   b) Name and briefly describe one practice at each level of schooling that teaches/reinforces traditional male/female behaviors.

Additional Suggested References

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Unit 5: SEX STEREOTYPING IN THE SCHOOLS

PRE-TEST

1. (Girls, Boys) are rewarded for being dainty, obedient and passive whereas (girls, boys) are rewarded for being active, aggressive and independent. (Circle one)

T F 2. Teachers, parents, and textbooks all transmit expectations of traditional female/male behaviors.

T F 3. Most school administrators are female whereas most teachers are male.

T F 4. The most underrepresented group in textbooks is minority males.

5. When the words "his, him, and he" are used in textbooks to denote all people, the image created in students' minds is of: (Circle answer)

   a. males
   b. females
   c. adults
   d. both a and b

6. At the (high school, elementary school) level, females score higher on verbal tests and males score higher in mathematics. (Circle one)

T F 7. Results of studies show that teachers' expectations have little effect on the way students behave. They will show typical female/male behaviors because they were born that way.

8. Athletic programs in schools are currently organized around (female, male) interests and (high, low) ability students. (Circle one)

T F 9. Students who enter trade and technical schools after graduation are not as likely to face sex discrimination and bias as high school students are.

T F 10. There are fewer female college students than males because females are less intelligent and less capable of doing college-level work.

Answers: 1. Girls, boys; 2. T; 3. F; 4. F; 5. a; 6. high school; 7. F; 8. males, high; 9. F; 10. F

Unit 5: SEX STEREOTYPING IN THE SCHOOLS

Specific Objectives

1. Students will correctly answer in 20 minutes of class time, 25 of the 33 SELF CHECK questions.

2. Given the specification of a level of schooling (i.e., elementary, high school, higher education) students will name in 10 minutes of class time a specific practice which contributes to stereotyping at that level.

3. Students will define, by means of a paper and pencil test in 15 minutes of class time, "behavioral expectations" using at least

Unit 5: STUDENT MATERIALS

SEX STEREOTYPING IN THE SCHOOLS

As you remember from the discussion in Unit 1, females and males are treated differently in our society and consequently have different experiences and expectations. From birth, distinct differences emerge in the manner in which parents respond to their female and male children. If the newborn is a male, speculations about his career are often heard, such as, "He'll probably be a doctor," or "With that build, he'll probably be a football player." If the newborn is a female, it is likely that very few speculations about her career will occur. It is assumed that she will marry and devote herself to household responsibilities for the rest of her life. As she matures, these expectations are communicated more directly through conversations with parents about "who you'll marry when you grow up" rather than "what you'll be when you grow up."

After the first few months of life, toys for females and males switch from neuter baby toys, such as rattles and stuffed animals, to sex stereotyped ones--bulldozers, trucks, trains and footballs for boys, dolls, tea sets, and miniature ironing boards and kitchen utensils for girls. The message is very clear--females are to stay at home and take care of the house while males go out and do active, adventuresome things. Results of studies have indicated that by age five, expectations have been transmitted clearly to females and males in the form of sex role stereotypes. Further, by this age, both females and males judge the work of males to be more important than the work of females.[55] Even before children enter school they not only have definite ideas about the roles and expectations for females and males but also they are aware of the relative importance society assigns to each.

As a routine part of childhood training, parents reward boys for being active, aggressive and independent, whereas girls are rewarded for being passive, dainty and obedient. Once children begin attending school, the situation changes only slightly. In the classroom, both boys and girls are expected to be quiet and obedient. Girls do not have much

trouble adjusting to this situation, since their home training is so similar. The situation for males, however, is quite different. In several studies investigators have found that boys are criticized, punished and disciplined more than girls. Some investigators suggest that teachers, through the use of such disciplinary tactics, are "feminizing" males. That is, they are expected to be passive, obedient and quiet, an expectation that is a contradiction of their early childhood training and the image of males in the textbooks as active, adventuresome and energetic. The effect of such teacher expectations is the stifling of the creativity and independence of males, as well as females, a topic which will be discussed in greater detail in a later section of this unit.

School Staff

In addition to training from parents, teachers, and textbooks, children also learn roles and behaviors from institutions within their environment. What do you think children conclude about the roles of males and females when they notice that all or most elementary and middle school teachers are female and that most of the people who control the school, such as the principal and other school administrators, are male?

This situation, as observed by many children, is depicted in Sexism in School and Society as follows:

> Joanne is in the sixth grade at Barnes Elementary School. She has gone there all her life, and all her teachers have been women. Joanne has seen that sometimes students get fresh and hard to handle, and then the teacher sends these students to the principal's office. She has also noted that whenever the teacher doesn't know the answer to a question about school rules and regulations, the teacher says that she will find out the answer from the principal. All Joanne's teachers have taken their orders from the principal and have gone to him when they have needed help. And the principal is a man. Joanne wonders if, in every profession, women always get directions from men.[56]

Based on the observations of adults in the school system, children are likely to draw definite conclusions about the types of work females and males do--males direct and supervise the work of females.

The situation is very similar at the high school level. Most teachers are female while most principals, superintendents and other administrators are male. The stereotyped ideas of men's and women's work is further reinforced in student minds through observations of staff positions in vocational and occupational programs. Although about 48% of the enrollment in vocational and occupational programs at the high school level is female, most vocational and occupational administrators are male.[57]

Teacher assignment to courses is also quite traditional. Males teach in the traditionally male-dominated occupational areas such as agriculture, technical fields and trade and industry while females teach in the female-dominated areas such as health occupations, home economics and office occupations. There are few teachers in non-traditional areas to serve as examples to students that females and males in non-traditional areas are acceptable, competent, successful and satisfied with their work. This, plus the continued sex-stereotyped enrollment in vocational courses which we discussed in Unit 3, offers students a one-sided view of the employment options available to them after graduation.

Look at the vocational teachers in your school. Are most teaching traditional or non-traditional courses? What about the enrollment by sex in occupational programs? Is it similar to the national average presented in Table 7 in Unit 3? What do you think students conclude about the types of work appropriate for males and females from these observations?

SELF CHECK: Try to answer the following questions correctly before continuing.

1. Two behaviors that boys are rewarded for showing are _____, _____, and aggressive types of behavior.

2. Girls are expected to be obedient and _____.

3. Which of the following is a source of expected behavior for boys and girls? (Circle your answer)

   a. parents
   b. teachers
   c. environment
   d. textbooks
   e. all of the above

4. Although most teachers are (male, female), most principals, superintendents and other school administrators are (female, male). (Circle your answers.)

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1. activity, independence; 2. passive or dainty; 3. e; 4. female, male.

Sex Bias in School Literature

Textbooks which students are required to read convey much more than just factual information. They also convey attitudes and values regarding what is right, acceptable and good. Textbooks are considered by most students and teachers alike to be authoritative and unquestionably correct even though they may contain inaccurate interpretations and impressions. For this reason, it is important to critically examine what they are conveying to readers over and above basic factual content.

A 1974 survey of elementary school textbooks by Weitzman and Rizzo demonstrated that students are learning much more in school beside the 3 R's.[58] They are also learning about the position, status and work roles expected of males, females, whites and minorities in our society. Since females comprise over one-half of the population, it might logically be expected that females and males would be pictured in textbooks somewhat proportionately.

Weitzman and Rizzo found that this was not the case in any of the five subject area textbooks surveyed. Females were featured only 31% of the time while males were featured 69%. As grade level increased, the percentage of females pictured decreased from 32% in the second grade to 20% in the sixth grade.

A similar underrepresentation of minorities was observed. Of the illustrations surveyed, 8% were black, 4% were American Indian, 2% were Asian and 1% was Latin, while whites were pictured in 81% of the illustrations. As was true for females, researchers found that the percentage of minorities pictured decreased as grade level increased. Minority women seem to be the least represented in textbooks, since, in this survey, there were only half as many minority females as minority males.

Authors Weitzman and Rizzo also found striking differences in the activities in which males and females were depicted. Males were more often pictured outdoors while almost all illustrations of females were indoors. Males were shown being active, doing adventuresome things and being skillful and competent. In contrast, females were shown inside performing household duties and grooming themselves.

Occupational scripts for females and males also are conveyed in current school textbooks. Weitzman and Rizzo found males pictured in over 150 different occupations whereas females were largely shown as housewives/homemakers. Ironically, the portrayal of housewives was inaccurate. They were shown in peaceful, happy, conflict-free situations calmly managing the household affairs of husband and children. The reality of the struggle homemakers endure in performing a multitude of roles is not conveyed in current textbooks nor is the value of the extra-home activities in which many women often engage (volunteer work, civic duties, club and other organizational memberships).

Textbooks' occupational stereotyping of males and females begins early. In the books, "I'm Glad I'm a Boy" and "I'm Glad I'm a Girl" by Darrow, males and females are shown matter-of-factly in stereotyped behaviors

and occupations. The following are excerpts from these books.[59]

Boys have trucks	Girls have dolls
Boys are strong	Girls are graceful
Boys are doctors	Girls are nurses
Boys are policemen	Girls are metermaids
Boys are football players	Girls are cheerleaders
Boys are pilots	Girls are stewardesses
Boys are presidents	Girls are first ladies
Boys fix things	Girls need things fixed
Boys invent things	Girls use what boys invent

The description of society presented in textbooks is extremely one-sided, unrealistic and blatantly unrepresentative of various groups and lifestyles as they presently exist. What kinds of conclusions do you think children draw about the kind of society we live in based on textbook representations? The textbook society is overwhelmingly male. Males are active, intelligent, productive and are employed in interesting occupations. They are married to women whose interests and activities are confined to the home and child care. When they are not in the kitchen or taking care of their happy families, they are primping or trying on clothes, or watching males do interesting things. Families are white, middle-class, two-parent, and conflict-free. Does this describe your family or the majority of families you know?

Textbooks rarely depict fathers taking care of children, families having only one parent, children spending days in day care centers, and families other than the white, middle-class families. Those children who do not have family lifestyles which conform to that portrayed in their reading material may get the false impression that their lives and families are unacceptable or abnormal.

These textbook images of how life is and "should be" fail to show children the many options available to them in life. When students fail to read about the place of women and minorities in history because textbooks omit such information, they learn incorrectly that white males were the only people who were instrumental in building our country and our world. When students read math and science books and find the few references to females insulting ("dumb girl," can't count, needs help from

a male to do her experiment, etc.), they learn quickly that males are the ones who excel in these areas and that the female who does excel is extremely rare. Is it any wonder that although females are, on the average, ahead of males in math in elementary school, they fall conspicuously behind in junior high and high school? It is quite likely that males and females learn to behave the way they are expected to behave rather than the way they are capable of behaving or would like to behave.

Another problem with textbooks is the use of such words as he, his, mankind, and men in reference to both males and females. It is argued that the use of the masculine pronoun in reference to all people causes students to visualize only males rather than both females and males. To test this assumption, Linda Harrison, in her study, "Cro-Magnon Woman--in Eclipse," had teachers present sentences about early people to groups of junior high science students.[60] In the first survey, the groups were given sentences of which those below are examples and asked to draw pictures of early humans in the situations described in the sentences. The students were told that the purpose of the study was to investigate impressions about early people. There were over 500 students in the study, 246 females and 257 males.

1. Draw three examples of early man and the tools you think he used in daily life.
2. When primitive men began to settle in areas rather than to roam, they began to cultivate plants. Draw three of the earliest plant cultivators at work.
3. The colors of hair, eyes and skin of an early man are usually not visible on skull remains. Draw the heads of early man and show what color eyes, hair and skin they had.
4. Draw two early men who had just learned the use of fire, cooking an evening meal.
5. At the dawn of civilization when mankind first started making pottery, there was probably little equipment. Draw the way you think mankind first made pottery--two examples.

6. The infants of early man were not able to care for themselves. A long period of nurturing was necessary for survival. Draw some early men (including children) showing situations of nurturing.

7. Suppose that on "feast days" men of good will gathered to celebrate. Draw such a group of men of good will, gathered to celebrate.

In this survey, 9% of the girls and 42% of the boys drew males only while 91% of the girls and 58% of the boys drew pictures of males and females. None of the students drew pictures of females only.

In the second survey, neutral pronouns, such as human and people, were used in place of the masculine ones used in Survey I. In this instance, only 2% of the girls and 17% of the boys drew only male figures while the majority drew figures of both sexes. Clearly, the word man does not convey an image of males and females as people have so often assumed. To convey an image of both sexes, neutral terms such as humanity, people, and individuals must be used. As long as writers continue to use masculine pronouns to refer to all people, students will continue to have a distorted view of the place of women in history, science, math and other fields, ultimately resulting in limited employment opportunities for both sexes.

SELF CHECK: See if you can answer the following questions correctly before continuing.

5. From the list below, circle all those items that are popular ways of depicting females in textbooks:

a. strong	e. fixing things
b. curious	f. needing men to fix things for them
c. crying	g. active
d. brave	h. domestic

6. Textbooks occupationally stereotype females by showing them as _____ rather than doctors.

7. The group most underrepresented in textbooks is: (Circle your answer)
   a. minority females
   b. minority males
   c. white females
   d. white males

8. Which of the following types of families is usually shown in textbooks? (Circle your answer)
   a. one-parent families
   b. mother working
   c. white, middle-class
   d. children in day care centers

9. As the results of a recent study indicated, the words mankind, man, his, and him used to refer to all people creates an image of _____ in students' minds.
   a. males
   b. females
   c. males and females
   d. children

---

5. c, f, h; 6. nurses; 7. a; 8. c; 9. a

Behavioral Expectations

As you just learned, some teachers and researchers have noted that on standardized tests at the high school level, males tend to score higher in mathematics than females, and that females tend to score higher than males on verbal tasks. It has been assumed that since these differences have been consistent, they might be inborn or inherited differences between males and females. However, these differences usually do not appear until adolescence. Until that age, females score higher in both areas. Since inborn differences are usually present at birth, male/female differences in mathematical and verbal abilities may be due to social teachings and expectations rather than to heredity.[61]

People usually behave the way they are expected to behave. That often holds true in school as well as outside of school. The following experiment is an example of how expectations affect student behavior.

At the beginning of the school year, teachers were told that some students had scored high on a test for intellectual "blooming"; that is, these students would show great gains in their intellectual development. Actually, the only difference between these students and their classmates was "in the mind" of the teacher.

At the end of the school year, each student was given an intelligence test. Those students that teachers thought were "bloomers" scored on the average of four points higher on the intelligence test. The difference between the "bloomers" and the rest of the class which the teacher thought existed, influenced the teacher to treat those students differently and they actually performed differently because of the teachers' expectations.[62]

If a teacher can influence the test scores of a group of students by his/her expectations of them, then it is entirely possible that teachers' expectations of male and female performance can cause a difference to appear in mathematical and verbal abilities.

Observations of teachers in the above study revealed differences in their responses to the two groups of students. When the students who were

classified as "bloomers" asked for help, teachers encouraged them to find answers on their own. When students in the "average" group asked for help, teachers would often do some of their work for them.

Studies of teachers' reactions to females and males show the same type of pattern. Teachers are more likely to solve the problems for females rather than to encourage them to solve it themselves; for boys, however, the teacher will encourage them to solve problems for themselves. As a result, females are likely to learn that they are not expected to be independent. Since independence of thought and action are considered both highly valued traits and necessary in order to compete successfully in the occupational area, the female who is successful may have achieved her success in spite of school rather than because of it.

The pressures exerted by teachers' expectations create problems for males as well. As we discussed earlier, some researchers view the school as a woman's world, controlled by a female teacher who is accepting of female students because of their obedience and passivity and critical of males' energetic, independent, disruptive behavioral habits. They conclude that, as a result of such negative teacher feedback, males experience frustration, role conflict and low self-esteem, which may account for the poorer overall academic performance of males through the junior high school level. After that time, the academic performance of males and females tends to equalize so that by graduation, academic averages for both groups are nearly the same. Researchers also add that teachers' expecting and rewarding passivity, obedience and silence in the classroom can discourage both sexes by stifling independence and curiosity.[63]

In addition to teacher expectations, another factor that helps to account for the differences observed in females' and males' academic performance is the tendency of some females to disguise their achievements and intelligence in order to make themselves more appealing to males. Particularly at the high school level, females learn to think of their abilities as being unacceptable so they "play dumb." They also learn very quickly that if they compete academically or otherwise with males,

they may make males feel inferior and threatened. Many females fear that they will be a social outcast and/or that they may never get married if they show that they are equal to or superior to males. As a result, their energies are turned away from academics and are directed instead to attracting "Prince Charming." Behaviors such as speaking with authority or self confidence or debating and winning an argument are classified as unfeminine and therefore unacceptable for females.[64]

Such deception does little to foster honest, productive relationships between females and males. How many jokes or sayings can you think of revolving around themes of females deceiving or tricking males into doing something? The reference to a woman's marrying as having "caught a man" is certainly one and there are many others.

SELF CHECK: Try to answer the following questions before continuing.

9. At the high school level, girls tend to score higher on _____ tests whereas boys tend to score higher in mathematics.

10. Researchers suggest that teachers' expectations that students should be passive and obedient runs counter to what most (females, males) were taught at home. (Circle your answer)

11. An experiment was conducted to test the effects of teacher expectations on student performance. The results of the experiment indicated that: (Circle your answer)

    a. students may behave in ways that conform to teachers' expectations

    b. teachers' expectations don't appear to influence student performance

    c. teachers' expectations only influence the performance of girls

    d. students are unaware of their teachers' expectations

12. From the preceding discussion, it appears that expectations of society rather than _____ may be responsible for differences in abilities between males and females.

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9. verbal; 10. males; 11. a; 12. heredity

School Practices

Other practices in the school in addition to those previously discussed also contribute to female/male role stereotyping. In many schools, females and males are still segregated in lunch lines, recess activities and so forth. Comments that teachers may make such as "behave like a lady" or "little boys don't cry" convey expectations about acceptable behaviors for males and females. Likewise, when the teacher needs help carrying some heavy materials, he/she normally asks one of the boys in the class to help, whereas girls are asked to help clean up. In the earlier

grades especially, girls are physically stronger than boys and are as well or better equipped to perform these physical duties. Likewise, boys are as capable as girls of cleaning up and should be taught how to perform these activities.

Particularly in the vocational and occupational areas, courses are heavily segregated by sex. In fact, females, until recently, were forbidden to take traditionally male courses such as agriculture, welding, plumbing, shop, automotive mechanics and bricklaying, just as males were not allowed in traditionally female courses such as home economics. Currently, such practice is illegal although there are many other ways in which schools discourage students from taking nontraditional courses. School counselors, for example, may advise a female interested in medicine to go into nursing. A male interested in clerical or secretarial work may be told that females are better suited for such work. Often students are not informed by counselors of the many career options available to them but are instead provided with reading materials in traditional occupations. Students are then likely to conclude that traditional occupations are the only ones in which they are capable of entering into successfully. Further, counselor career materials and tests are often biased. Females and males are usually pictured in career brochures in traditional occupational roles accompanied by job descriptions that contain sexist language and job stereotypes. Many interest and ability tests also contain sexist language and scoring methods.

Most schools currently are making an effort to abolish practices that either subtly or outrightly discriminate against females and males and unfairly limit their choices. In some schools, course titles are being changed from ones that are associated with traditional female and male courses to titles that encourage admission of both sexes. For example, Domestic Sciences is a more neutral title than Home Economics and would more likely attract both sexes.

Changes in school policies are necessary as well. Discipline and suspension policies in many schools still reflect biases as do dress codes. It took years before schools would finally agree to allow females

to wear slacks, an issue which will be discussed further in the next section. Further, females and males who are sensitive to the issue of sex stereotyping, bias and discrimination need to be recruited to fill teaching and administrative positions in schools. Especially needed are individuals of both sexes to fill nontraditional positions. In this way, students can see first-hand that males and females can function successfully in nontraditional occupations.

SELF CHECK:

12. Which of the following school practices contributes to sex stereotyping? (Circle your answer)

    a. segregated recess activities
    b. teachers asking only males to carry heavy equipment
    c. course titles such as home economics and agriculture
    d. both a and b
    e. all of the above

13. It is presently (legal, illegal) for schools to deny students entry into courses because of their sex. (Circle your answer)

14. Counselors' _____ and occupational materials are often biased.

15. Some efforts are currently being made to hire females and males in _____positions in the schools.

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12. e; 13. illegal; 14. tests; 15. nontraditional

Athletics and Extracurricular Activities

Sports and athletic events have become important activities in our culture. Even those who do not particularly care for sports, either as spectators or participants, find it difficult to avoid them on either T.V. or radio, or in their newspapers, schools, churches and neighborhoods. Schools constantly voice a belief in the close relationship between a healthy mind and a healthy body and spend large sums of money on their school's athletic program in support of this belief. However, in spite of the emphasis, athletics are mainly for males. Too often the role for females is one of observing or cheerleading but not playing. Does this mean that only males need to develop "healthy bodies and healthy minds?"

Schools for many years have been guilty of discriminating against women in their sports programs as well as in other areas. For example, when provided with equipment and supplies, females often get worn-out, left-over male equipment or little equipment at all. Further, most male athletic programs have a greater number and variety of sports and activities than female programs. Additionally, in many schools, girls' athletic teams can only practice when boys' teams do not want the area for practice or play. This often means that girls can practice only at night or on weekends.

Where women's competitive teams exist, they often get the lowest-paid, least qualified coaches. In addition, their opportunities to compete may be limited because travel budgets for women's teams are often small or nonexistent. Also, females may have to take private cars to their sporting events because males get first consideration for the athletic bus. Finally, male athletic programs get most of the publicity, media coverage and school support. Aside from the disproportionately large amount of funding that male athletic programs receive, male sporting events are often considered to be more important than female sporting events. The greatest opportunity for females to share in the spirit and excitement of sports is not in their own sporting activities but as cheerleaders and pep club members for the male teams. Until taypayers' attitudes change, many of these practices are apt to continue. Even so, there are many things that schools can do to equalize opportunities in athletics for females and males.

Probably nowhere else in the school is male/female segregation practiced so intensely as in physical education. Segregated activity classes and team sports activities reflect differing expectations about female and male behaviors. In elementary school, boys are encouraged to play rougher contact sports of a more highly competitive nature than are girls. Girls are expected to engage in low-key, less competitive kinds of games. This differentiation is insured at the time the child enters school, not only by teacher enforcement but also by the discriminatory dress codes. It is difficult for females to play strenuously and aggressively in dresses. Only recently have males and females been allowed to participate in athletic activities together; and even now, such mixed participation is limited.

The segregation of activity classes and team sporting events continues into high school. Where female sporting events exist, they are often considered secondary to male sporting events, and staged as warmup activities. Opportunities for the female high school athlete are too often limited to participation on a second-rate, under-equipped girls' team or cheerleading for the boys' team.

Title IX of the 1972 Education Act says that any agency receiving federal funds must provide equal opportunity for both sexes, athletics included. This law, of course, includes schools and colleges because they receive federal funds. This law says that schools and colleges must have evaluated their school policies and practices and looked for discrimination against males and females by July 21, 1976. Where discrimination exists, the school must develop plans and procedures to eliminate the discrimination.[65]

Title IX also requires schools to study their student population to determine what interests, needs and abilities exist. Schools are not required to mix females and males on all their competitive teams, but if the best interests of students are served by mixed teams, then mixed teams must be made available.

After studying the student population, the school must develop a plan for accommodating individual interests and abilities. This plan must be put into operation by July 21, 1978. Even though schools have two years to implement the plans they are developing, discrimination is at present illegal. A more detailed discussion of Title IX and it effect on school policy and practices is presented in Unit 6.

SELF CHECK: See if you can answer these questions.

16. The athletic programs in most schools are organized for (males, females). (Circle one)

17. From the list below, check those areas of athletics in which females have been discriminated against.

    a._____athletic equipment

    b._____number of sporting activities available for females

    c._____availability of a qualified coaching staff

    d._____money school systems spend for female athletic programs

    e._____availability of time and space for females to practice

    f._____money and transportation available for female teams to use in traveling to far-away competing schools

    g._____publicity for women's sporting events.

18. Title IX of the 1972 Education Act says that any agency receiving _____ must provide equal opportunities for males and females.

19. Discrimination against either sex in regard to the opportunity to participate in athletics is at present _____. (Circle your answer)

    a. legal
    b. illegal
    c. questionable
    d. frowned at but not illegal

20. Schools are (required, not required) to mix males and females on all their competitive teams. (Circle your answer)

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16. males; 17. Did you check them all? If so, you earned a perfect score on this question; 18. federal funds; 19. b; 20. not required

Another area of discrimination in womens' athletics is the financing of women's athletic programs. A 1972 study of college athletics revealed that on the average, only 2% of the amount spent for men's athletics was spent for women's programs.[66] Since the passage of Title IX, expenditures for women's programs have increased although they are by no means proportionate to the amount spent on male programs. Although Title IX does not require the same expenditures for men's and women's athletic programs in schools and colleges, it does require comparable expenditures.

Comparable expenditures means that funds are to be equally available for both females and males. It is required that funds be used in such a way as to provide equal opportunity for both sexes in the overall athletic program. For example, comparable expenditures means that basketball teams be maintained for both females and males if the interest and abilities of both sexes are in basketball. However, a basketball team for males only could be operated while a female field hockey team is supported if this arrangement accommodates the needs, interests, and abilities of both female and male students.

Currently, a difference of opinion exists regarding the awarding of scholarships to college women athletes. A major reason for the few athletic scholarships awarded to women in the past was the ruling made by the Association of Intercollegiate Activities for Women (A.I.A.W.). This ruling was in effect until September, 1973, and prohibited females who received athletic scholarships from participating in intercollegiate sports. This practice may seem unusual in the light of the push for equal rights for women. Actually, the women making up the A.I.A.W. decided that there were some practices so tainted with greed and unhealthy competition that women did not want to equal men in all areas. In many men's programs, winning seems to be all-important and justifies any kind of behavior to achieve that goal. The practices especially in question by the A.I.A.W. were recruiting and the awarding of scholarships. The fact that male athletes have been offered money, cars, and special

privileges for coming to a particular school is well-known and well-documented, although illegal. The A.I.A.W. maintained that to participate in such cut-throat, illegal practices would do little to foster the healthy American ideal of fair competition and good will. Therefore, the A.I.A.W. ruled that women athletes who wanted to participate in intercollegiate sports could not have athletic scholarships. Many male coaches have admitted to A.I.A.W. women that they would also bow out of the corrupt recruiting game if they could.

The A.I.A.W. reversed its policy because many women felt they were not being given a fair chance to compete and took their protests to court to demand what they felt was rightfully theirs. Court rulings that females were as entitled to scholarships as males caused the A.I.A.W. to change its policy. The philosophy underlying the policy has not changed, however. The continuing A.I.A.W. emphasis is to avoid the excesses and corruption into which men's recruiting practices have fallen.[67]

Many men have suffered from the pressures placed upon them to perform and "prove themselves" athletically. Unfortunately, our society places an undue amount of value on athletic ability and the use of the playing field as a proving ground. In the classroom, the male who does superior academic work is not awarded the respect and admiration as the football star is who goes out on the field and injures an opponent in the name of victory. All males are not necessarily interested in or able to excel in sports. There are other perfectly acceptable alternatives to which one's efforts can be directed. Unfortunately, none other seems to bring quite the recognition and acclaim that athletic achievement does. Perhaps this is because our society values competition and winning, and sports seem to be an expression of these values.

Many researchers suggest that school athletics, as they presently exist, fail to meet the needs of the average or low ability student. With the current emphasis on winning, the needs of students other than those superior in athletic ability are ignored by coaches and other school officials. Also, the over-emphasis on winning has resulted in players

becoming so obsessed with the idea that they take unreasonable risks that result in their own injury or the injury of their opponents and teammates. Many high school athletes are pressured to win under the threat of losing an athletic scholarship and a college education. Perhaps the time has come to question some of these values and work to change school athletics and physical education into programs that can meet the needs of students at various levels of ability.

SELF CHECK: Try to answer the following questions.

21. A 1972 study of college athletics revealed that, on the average, colleges were spending only _____% of the total spent for men's athletics on women's programs.

22. Title IX requires that expenditures for women's athletic programs be _____ but not necessarily equal.

23. The A.I.A.W., until 1973, ruled that no female receiving an athletic scholarship could compete in intercollegiate activities. This was done to prevent women from being the victims of corrupt and illegal _____ practices.

24. Male students who achieve academically are not awarded the respect and admiration that athletic stars are awarded, probably because society places a high _____ on competition and winning.

25. School athletic programs seem to be failing to meet the needs of _____ ability students.

    a. low
    b. average
    c. high
    d. both a and b

---

21. 2; 22. comparable; 23. recruiting; 24. value; 25. d.

There are several stereotypes which have contributed to the discrimination against women in athletics. The following is a partial listing of some stereotypes which have kept female athletic programs in a lower position than male programs.

Stereotype #1: Women Are Not Physically As Strong As Men

Research has uncovered some very interesting facts about the physical capabilities of females and males. Until puberty, females and males have essentially the same strength and endurance potential, although this potential is not always fully developed, especially in the female. If females were encouraged to be active and aggressive, it is estimated that differences in strength and endurance would not be as great as they are today, although these differences probably would exist. Regardless, there are greater differences in strength and endurance among members of the same sex than between the sexes. Further, women have demonstrated in times of crisis and need an ability to work in fields and factories, fight and perform other strenuous manual labors for as many hours per day as men. Unfortunately, these efforts have been too quickly forgotten once the crisis is over and the women return to their traditional role in society. More recent studies on life expectancy even suggest that women may be physically stronger than men over the course of a lifetime.

Stereotype #2: Women are More Easily Injured Than Men

Evidence indicates that women are no more likely to be injured than men. The greatest fear often expressed in this area has been the concern about injury to the female's reproductive system. In the minds of many, females must be protected from harm at all costs lest their ability to reproduce is impaired. Actually, the female's reproductive system is more carefully protected by muscle and fat tissue than the male's. Also, exercise tends to help relieve the pain and cramps that women sometimes experience during menstruation.

Stereotype #3: Women Athletes Are Unfeminine

Surprising as it may seem, there are those who believe that females who compete athletically actually lose their physical female characteristics and take on male characteristics such as deep voices, bulging muscles, and facial hair. All these traits are determined by heredity and are not influenced by the amount and kind of physical activity. Look at Olga Korbut and Nadia Comaneche!

Stereotype #4: Females Are Not Interested In Sports

Because there are fewer organized competitive events for females, it is sometimes assumed that women are not interested in these kinds of activities. What many females have been told from early childhood is that it is unfeminine to be interested in athletics, thus some women feel guilty if they do have such interests and learn to supress them. Fortunately, a growing number of females continue not only to express an interest in athletics, but also to demand the opportunity to participate by bringing the issue into the courts. Where well-planned, well-equipped and enthusiastically supported girls' teams have been developed, loyal and enthusiastic female participation has been evident.

Stereotypes about male athletes have taken their toll as well. One of the most common is, "Athletes are real men." This is also often reversed to say, "Real men are athletes." The challenge to men is clear. You must show everyone that you are a real man by participating in athletic competition. For the male who is not athletically inclined, the consequences can sometimes be devastating. The "bookworm" is often called "sissy" or other terms which question his masculinity. Instead of being appreciated and respected for what he can do well, he is often ridiculed and ostracized.

There is no evidence to indicate that competing athletically makes one more or less of a man. One's "maleness" and "femaleness" is determined genetically and nothing short of an operation or hormone treatments will alter that. It is most unfair and illogical that such a stereotype has produced anxieties and low self-esteem in those males who have chosen a means of self-expression outside athletics and sports.

SELF CHECK: Try your hand at these questions.

25. Regarding the question of whether males are stronger than females, research suggests that (Circle your answer)

    a. males are in fact stronger than females

    b. females are actually stronger than males

    c. males and females are about equal in strength until puberty then females on the average are stronger

    d. there are greater differences in strength among members of the same sex than there are between the sexes

26. The argument that women are more easily injured than men has been used to keep females from participating in sports. Researchers have found that this statement is: (Circle your answer)

    a. true

    b. false

    c. true for most females but not for all

27. Does athletic competition cause women to develop masculine traits and become less feminine? (Circle your answer)

    a. usually

    b. sometimes

    c. never, these traits are determined by heredity

    d. always, the more a person exercises, the more masculine it makes the person - just look at boys

28. Where there are well-planned and enthusiastically supported female sports programs, (Circle your answer)

    a. female interest and participation in sports is high

    b. interest still remains low

    c. those that were interested in the beginning remain interested but those previously uninterested remain uninterested.

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25. d; 26. b; 27, c; 28 a.

Higher Education

According to a recent national survey, few of the nation's female high school seniors list "housewife" as their career preference. Of the more then 2,000 surveyed, only 3% planned to make a career of housework.[68] Most planned to seek employment immediately after graduation or enroll in college, vocational or technical school. In spite of the increasing trend of females to move into the work force, the same biases and stereotypes that limited employment opportunities and salaries of women in the past still remain.

Those who attempt to increase their employment options through advanced training will also face barriers. For the most part, trade and technical schools maintain traditional courses in which female/male enrollment is also traditional. Areas such as agriculture and technical occupations contain mainly males whereas females comprise the majority of the health and homemaking courses. Many of the counseling materials and tests that are used are also biased in that they contain sexist language, biased job titles (such as draftsman) and biased scoring methods. Most male-dominated courses are still taught by male instructors, with the same being true for instructors of female-dominated courses. Also, most texts and instructional materials are biased.

Females who enter nontraditional occupations may face exclusion from certain areas of training, particularly work-study or on-the-job training. Some work-study coordinators have found employers unwilling to train females in traditionally male areas in their places of business. Others agree reluctantly but provide female students with less comprehensive instruction than male students or fail to instruct females in the use of heavy machinery because of their stereotypes about females' capabilities.

Males who wish to enter nontraditional occupations may also face barriers. Many counselors discourage males from entering traditionally female courses or fail to make them aware of options in areas besides traditional ones. Many males are also discouraged by the low pay in many female-dominated areas.

In order for individuals to compete successfully for high-paying jobs, they must have adequate training. Especially for females, this means training in nontraditional areas. It is also useful for females to know how to maintain and repair cars and make repairs around the house. Likewise, men who are able to prepare food, perform household duties and care for children are more valuable to their families.

Barriers also exist for the woman who wishes to enter college. After high school, fewer qualified women attend college than men. Although women score as well on college entrance tests and on the average make better grades in high school, only 39% of female high school graduates attend college as compared to 53% of the male graduates. Even more discouraging is that the percent of students enrolled in college who are female is decreasing. In 1930, 44% of the total college enrollment was female whereas in 1973, females made up only 42% of the college enrollment.[69]

There are several possible reasons for the proportionately lower female college enrollment. Among these reasons is the possible discrimination of college admissions policies. Colleges may have small female quotas or may have higher admissions standards for women. Federal legislation now makes these practices illegal even though they likely still exist in some schools.

Statistics indicate that females from low-income families are less likely to attend college. Furthermore, in such families the money that is available for education is likely to go for the education of sons, since it is often assumed that females do not need an education as much as males.

An additional complication is the lower probability that females will receive as much financial aid as males. One striking example is the large number of athletic scholarships available for men for which women are now not eligible. Additionally, up to the present, many foundation scholarships have been exclusively for males.

At the graduate level, 49% of the men receive grants and scholarships whereas only 37% of the women do. Also, there are fewer opportunities for females to work their way through school. When they do work, they usually earn lower wages than do men. Men also get proportionately more fed loans than women.[70]

In addition to the lack of motivation to attend college for which the schools may be partly responsible, the decreased availability of financial aid for women also accounts for lower female college enrollment. This type of discrimination against women in the educational system perpetuates a cycle of low paying, low-status jobs for women, and an underdeveloped potential for personal growth, self-fulfillment and life satisfaction.

In Unit 6 we will discuss the various pieces of legislation forbidding discrimination on the basis of sex. As you will see, there are courses of action that individuals can take if they are not treated equitably. This kind of legislation has forced improvements in many areas of life. There is much to be done, however, in informing citizens of their rights and eliminating the various forms of stereotyping and bias that continue to exist.

SELF CHECK: Try your hand at this last set of questions before proceeding with Unit 6.

29. According to a recent survey, only _____% of the nation's high school female seniors choose "housewife" as their career preference.

30. Males and females who, after graduation, enter trade and technical schools are apt to face barriers to non-traditional training such as: (Circle your answer)

    a. biased counselors and/or biased counseling materials and tests
    b. biased instructional materials
    c. bias in work-study programs
    d. all of the above

31. Today a (greater, smaller) percentage of the total college population is female as compared to the 1930's. (Circle one)

32. Which of the following is <u>not</u> a reason for the lower percentage of women college students compared to men? (Circle one answer)

    a. discriminatory admissions policies
    b. fewer opportunities for females to work their way through school
    c. women are less intelligent and thus less capable of succeeding in college than men
    d. proportionately fewer scholarships and loans are available for females

33. Discrimination in education may lead to low-paying and low-_____ jobs and an underdeveloped feeling of satisfaction with life.

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29. 3; 30. d; 31. lower; 32. c; 33. status

Glossary

1.	abnormal	irregular; not average; not conforming
2.	abolish	to do away with; to destroy completely
3.	accompanying	being in association with
4.	administrator	one who directs or manages affairs of any kind
5.	appropriate	suitable; compatible; fitting
6.	authoritative	official; proceeding from authority
7.	bias	an unreasonable distortion of judgment; prejudice
8.	blatantly	completely obvious; conspicuous, obvious in a crass or offensive manner
9.	competent	qualified; adequate
10.	complication	making difficult, involved or complex
11.	consistent	constant; harmonious; not self-opposed or contradictory
12.	conspicuously	easily seen; easily attracting attention
13.	convey	to communicate by statement, gesture, appearance or suggestion; to make known
14	corrupt	characterized by bribery, selling of political favors or other improper conduct
15.	deception	trickery; something that deceives; cheating
16.	depicted	represented by a picture; described
17.	devastating	laying waste; ruined by violent action
18.	disciplinary	correcting; punishing; training
19.	disproportionately	out of proportion; lack of proper relation
20.	domestic	of or relating to the household or family
21.	emerge	to come into view or notice
22.	exclusion	leaving out; barring from participation in
23.	feedback	evaluative or corrective information about an action or process
24.	illogical	not logical; senseless; unreasonable
25.	impaired	made worse; to diminish in value; to weaken
26.	impressions	a strong effect produced on the intellect, feelings or conscience

27.	institutions	organizations in a society or culture
28.	insulting	rude action or speech
29.	lifestyle	an individual's typical way of life
30.	multitude	a great number; many
31.	neuter	neither male nor female; asexual
32.	obedient	obeying or willing to obey; submissive to authority
33.	obsessed	preoccupied with intensely or abnormally; haunted
34.	omit	to leave out; to fail to do
35.	options	the power or right to choose; choices
36.	ostracized	excluded from a group by common consent
37.	portrayed	made a picture of; depicted; described in words
38.	proportionate	being in proportion; in proper relation in size or quantity
39.	quotas	proportional parts or shares
40.	reinforced	strengthened; supported; made stronger
41.	reproductive system	those organs of the body responsible for the production of offspring
42.	speculations	assumptions; considerations
43.	standardized	conforming to a standard
44.	stifling	withholding expression; restricting as if by lack of oxygen
45.	subtly	being difficult to distinguish or detect
46.	suspension	the removal of an individual from a particular position
47.	traditional	acting in accordance with tradition; handing down beliefs and practices from one generation to the next
48.	transmitted	sent or transferred from one person or place to another
49.	ultimately	in the end; at last; finally
50.	underrepresentation	the state of being inadequately represented; not being acted for appropriately

Unit 5: SEX STEREOTYPING IN THE SCHOOLS

POST-TEST

1. Look over the list of behaviors presented below. Place an F beside those behaviors females are rewarded for showing and an M beside those behaviors that males are rewarded for showing.

   _____ a. obedience
   _____ b. independence
   _____ c. passivity
   _____ d. activity
   _____ e. aggressiveness
   _____ f. daintiness
   _____ g. performing household duties

2. Which of the following aspects of school transmit expectations of traditional sex role behaviors? (Circle your answer)

   a. teachers and counselors
   b. textbooks
   c. athletic programs
   d. dress codes
   e. course offerings and titles
   f. all of the above

3. From the list below, find and circle those items that show ways that females are commonly depicted in textbooks.

   a. intelligent
   b. productive
   c. skillful
   d. adventuresome
   e. crying
   f. curious
   g. domestic
   h. primping

4. In school textbooks, _____ are represented least.

   a. minority males
   b. minority females
   c. white males
   d. white females

T F 5. Textbooks commonly depict families as white, middle-class with two parents present.

6. When the words "he, him, his" are used in textbooks to represent all people, the image created in students' minds is usually of: (Circle answer)

   a. males
   b. females
   c. elderly people
   d. children

7. Differences between females and males in mathematical and verbal ability normally do not appear until: (Circle your answer)

   a. age 2
   b. first grade
   c. adolescence
   d. high school
   e. college

8. Teachers' expectations of passive behavior in the classroom is _____ the behaviors males normally are taught at home. (Circle answer)

   a. very much like
   b. somewhat like
   c. opposite of

9. Athletic programs in the schools commonly neglect: (Circle answer)

   a. low ability students
   b. high ability students
   c. males
   d. females
   e. a and d

10. There are fewer females than males enrolled in college because of:

   a. lack of adequate work-study opportunities (Circle answer)
   b. discriminatory admission policies
   c. discriminatory procedures for awarding loans and scholarships
   d. all of the above

Answers: 1. F, M, F, M, M, F, F; 2. F; 3. e, g, h; 4. b; 5. T; 6. a; 7. c; 8. c; 9. e; 10. d

SYSTEM SCIENCES, INC.

Unit 6: SEX DISCRIMINATION AND THE LAW

TEACHER MATERIALS

Educational Aims

The aims of the materials included in this unit are to:

1. Acquaint students with the legal prohibitions against discrimination on the basis of sex, as the law now reads.
2. Have students prepare a brief sketch of the history of social movements as they relate to the women's movement; and
3. Encourage students to think about situations in which they may be involved that could be impacted upon by any one of the included legal provisions or requirements.

Introduction

Earlier units in this package focused on some issues or areas in which discriminatory practices occur; this unit focuses on the legal prohibitions that serve to prevent, restrict or hinder such discrimination. Each of the several current laws, regulations and interpretations which bear on the issue of potential discrimination are briefly discussed. Every attempt has been made in this unit to keep complicated legal terminology at a minimum; even so, some reading may be tedious and students may require extra assistance.

An additional inclusion in this section is a brief historical treatment of the development of the women's movement; this information is included for purposes of awareness rather than for thorough description of the development of the movement.

Specific Objectives

Cognitive

1. Students will correctly answer 24 of the 32 content questions included in the SELF CHECK. (80% of students at the 80% level of accuracy.)
2. Given a description of discriminatory action, students will correctly identify in written form in four of five instances, the law or regulation which applies. (50% of students at the 75% level of accuracy.)

3. Students will develop a one-paragraph essay which briefly addresses the history of the women's movement. At a minimum, some mention of three of the following four items must be included: (a) the anti-slavery movement, (b) the Nineteenth Amendment, (c) the civil rights movement, (d) Title IX (50% of the students at the 50% level of accuracy.)

Affective

1. Students will notice and volunteer information about recent legislation or litigation which is directed at discriminatory practices against women in either work or education. (15% of the students.)
2. Students will investigate and present the issue of the status of the Equal Rights Amendment in their state. (20% of the students.)

Abstract/Overview

An outgrowth of the anti-slavery movement, the women's movement progressed from a call for slaves' rights to a call for women's rights. The principal legal landmark involved in the movement is the Nineteenth Amendment which guarantees the right to vote. The following three legal orders guarantee equal rights in employment for women:

1. The Equal Pay Act - prohibits wage discrimination on the basis of sex and provides for reporting and court action to correct inequities.
2. Title VII of the Civil Rights Act - prohibits discrimination in pay, hiring, transfer, sick leave, insurance and so forth and is the most effective tool against discrimination on the job.
3. Executive Order 11246 - forbids sex discrimination in organizations receiving over $10,000 of federal funds per year.

Several additional laws and regulations such as Title IX, the Public Health Services Act and the 1976 Education Amendments also impact on the issue. These laws focus particularly on education, the area in which women first and most vigorously demand their rights. Also, several charges of sex discrimination have received resolution with the legal support and judicial interpretation of the Fourteenth Amendment.

Suggested Teaching Procedures

Advanced Preparation

The teacher must be thoroughly familiar with this unit of materials because the information is more difficult than that of other units. It is important to secure feedback from your students about which areas are clear and which are unclear. This information could then serve as a basis for class discussion.

Among topics that could be pursued in class discussion are the background, content and implications of legislation and the role of litigation. You might also wish to consider the progress of ERA -- a topic intentionally deleted from these materials because it is still in a state of flux.

If your students have difficulty reading this unit, you might consider using this material in small groups or as lecture material. Discussion exercises should also be of major assistance.

The following are provisions of these major laws in outline form. They are intended only as a general guide. Student materials provide more detailed discussion.

1. EQUAL PAY ACT OF 1963

As amended by the Education Amendments of 1972 (Higher Education Act.)

Effective: July 1, 1972

Institutions Covered: All

What is Prohibited: Discrimination in salaries (including almost all fringe benefits) on the basis of sex. The law covers all employees.

Exemptions: None

Enforcement: Wage and Hour Division of Employment Standards Administration of the Department of Labor. (Secretary of Labor may file suit if institution does not comply.)

Complaints: By letter, telephone call or in person to nearest Wage and Hour Division office.

Time Limit for Filing Complaints: Within two years of alleged discrimination or three years if discrimination was willful. (Government can conduct investigation without formal complaint.)

Penalty for Violation: Back wages can be collected for two years for non-willful violation and three years for willful violation. Raise in pay to acceptable level.

Address: Wage and Hour Division
Employment Standards Administration
Department of Labor
Washington, DC 20210

2. TITLE VII OF THE 1964 CIVIL RIGHTS ACT
As amended by the Equal Employment Opportunity Act of 1972

Effective Date: March 24, 1973.

Who Affected: Private employers with 15 or more employees. Public and private employment agencies, labor unions with 15 or more members, public and private educational institutions, State and local governments, and Federal employees.

What is Prohibited: Discrimination in employment (hiring, upgrading, recruiting, salaries, fringe benefits, assignment, training, firing, transfer, promotion and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.

Exemptions: Private membership clubs and Indian tribes.

Enforcement: Equal Employment Opportunity Commission (EEOC)

How to Make Complaint: By a sworn complaint form, obtainable from EEOC.

Time Limit for Complaint: Within 180 days of the date that the discrimination occurred.

Penalty for Violation: Payment of back wages due and raise in pay to acceptable level.

Address: Equal Employment Opportunity Commission
1800 G. 54 N.W.
Washington, DC 20506

3. EXECUTIVE ORDER 11246
As amended by 11375

Effective: October 13, 1968.

Institutions Covered: All with federal contracts over $10,000.

What is Prohibited: Discrimination in employment (hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. All employees covered. Institutions with federal contracts over $50,000 are also required to formulate affirmative action plans.

Exemptions: None

Enforcement: Office of Federal Contract Compliance
Department of Labor - HEW's Office for Civil Rights

Complaints: Letter to OFCC or Office for Civil Rights

Time Limit for Filing: Within 180 days of alleged discrimination (Investigations can be made without complaints.)

Penalty for Violation: Withholding of federal funds until institution or agency has complied with the Executive Order, cancellation of the federal contract, or prohibition of future federal contract awards to the offending agency or institution.

Address: Division of Higher Education
Office for Civil Rights
Department of HEW
Washington, DC 20201

4. TITLE IX of the Education Amendments of 1972
(Higher Education Act)

Effective: July 1, 1975.

Institutions Covered: All receiving federal monies by way of grants, loans or contracts.

What is Prohibited: Discrimination against students and others on the basis of sex in admissions, course offerings, activities, financial assistance, dress, conduct, marital and parental status, provision of school facilities, counseling programs and techniques, physical education and athletics.

Exemptions: Religious institutions, military schools, undergraduate schools which have traditionally and continually admitted one sex, and undergraduate professionals.

Enforcement: HEW's Office of Civil Rights (Higher Education Division).

Complaints: Letter to the Office of Civil Rights.

Time Limit: Not yet determined. (Government can conduct reviews without complaints.)

Address: Division of Higher Education
Office for Civil Rights
Department of HEW
Washington, DC 20201

TITLE VII AND TITLE VIII OF THE PUBLIC HEALTH SERVICES ACT
Amended by the comprehensive Health Manpower Act and
the Nurse Training Act of 1971

Effective: November 18, 1971.

Institutions Covered: All receiving or benefiting from financial assistance under the Public Health Services Act to health personnel training programs or contracts. Covers training hospitals, medical schools, training programs and internships. Teachers and employers who work with students covered by this Act are covered.

What is Prohibited: Discrimination in admission of students of the basis of sex.

Exemptions: None

Enforcement: HEW's Office of Civil Rights (Division of Higher Education).

Complaints: Letter to Office of Civil Rights or the Secretary of HEW.

Time Limit: Not yet determined. (Government can investigate without complaints.)

Penalty for Violation: Withdrawal of federal funds.

Address: Division of Higher Education
Office for Civil Rights
Department of HEW
Washington, DC 20201

Key Concepts

The key concepts involved in this unit have been covered in prior units for the most part. They are:

1. Stereotype
2. Discrimination
3. Legislation
4. Litigation

Additional Activities

Exercise One

A. Objective: Increase student awareness of illegal practices.

B. Activity: Under Title VII of the 1964 Civil Rights Act, sex cannot be used as a basis for discrimination in employment unless it can be shown to be a bona fide occupational qualification. Numbers 1 - 8 below are not bona fide qualifications.

Role play a job interview with a male interviewer and a female applicant and vice versa. Any appropriate job will do; a management position might work particularly well with this exercise. Feel free to use your imagination and creativity in setting up the role play. Topics for conversation include the following:

1. "It is not good management to have girls supervising girls."
2. "The job of outside salesmanship is too dangerous and unpleasant for females."
3. "Women have poorer attendance records than men." (Statistics actually show that this is incorrect.)
4. "We will need to build separate restroom facilities if we hire a woman." (This is not a legal reason for denying

a woman employment. Males and females can use the restroom at different times.

5. "We would rather hire a waitress than a waiter. Businessmen that come here for lunch like attractive women taking their orders and bringing their food."
6. "The presence of females would create a morale problem."
7. "Our jobs require too much heavy lifting."
8. "Customers would not accept advice from female salespersons."
9. State "protective" laws. (Must be overturned anyway as discriminatory.)
10. "Male dental assistants don't know how to show the care and concern for patients that female dental assistants do."

C. Evaluation: Have peers give students feedback about their performance in the role-play situation. Teacher feedback can also be used here. This can be done as a written exercise. If it is, have students submit their papers for teacher evaluation or they can be discussed orally in class.

Exercise Two

A. Objectives: Increase awareness of discrimination in the life space of each student.

B. Activity: Have students keep a journal for one week, making a list of each violation they see of the 1963 Equal Pay Act, Title VII of the 1964 Civil Rights Act, Executive Order 11246, Title VII and Title VIII of the Public Health Services Act and Title IX of the 1972 Education Amendments. For each violation noted, suggest how one could lodge a formal complaint to the proper agency. Use the enclosed summaries of information as presented in the section entitled "Suggested Teaching Procedures."

C. Evaluation: Review the journals. Perhaps the class could follow through on several of the complaints in "mock sessions" to see what might occur.

Exercise Three

A. Objective: Increase student awareness of ERA

B. Activity: Examine the following information and myths about ERA. The proposed Equal Rights Amendment, ERA, only needs ratification by four more states before 1978 in order to become a federal law. ERA provides for the following:

"Section 1: Equality of Rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

"Section 2: The Congress shall have the power to enforce by appropriate legislation, the provisions of this article.

"Section 3: This amendment shall take effect two years after the date of ratification."

ERA is basically the Fourteenth Amendment with the exception that ERA guarantees equal rights without exception due to sex rather than race, as the Fourteenth Amendment does. Making ERA a federal law would prevent all 50 states from having to undergo the long and complicated process of passing state equal rights legislation.

In spite of the relatively simple provisions of ERA, a number of myths exist about it. Have students respond to these myths in a classroom role-play situation. Ask one student to role-play an avid believer in the myths while another student attempts to argue with this person about the facts. Coach the students beforehand about the facts and myths about ERA.

1. Rest rooms would be desegregated. (Aside from the fact that they already are in airplanes, ERA would not affect toilet facilities.)

2. Women would be subject to the draft. (They always have been. We now have an all-volunteer army; the armed services have many career and educational benefits that women are ineligible for.)

3. Women will lose the benefits they have gained from state protective labor legislation. (Such legislation has restricted women's pay and opportunities by limiting the hours that they may work.)

   These benefits became an excuse for not hiring women as did limitations on the amount of weight women could be allowed to lift. What about the hard working cleaning women? She has never "benefited" from this protective legislation. Rather than lose all the "benefits" recent court decisions have tended to extend these benefits to men.

4. Women will lose the benefit of alimony and child support. (Alimony and child support would not be abolished by ERA; it would be equally available to men. The award would be based on ability to pay. Very few women are awarded alimony anyway, less than two percent of all divorces; child support is also a problem, at present, because if the man doesn't pay, the only thing the woman can do is prosecute -- then the husband goes to jail. He isn't earning money in jail either. Regardless, ERA would not free the husband of his child-support responsibilities.)

C. Evaluation: Have peers give students participating in the role-playing feedback about their knowledge and performance. Teacher feedback can also be used here.

Time

These materials require a minimum of 50 minutes to complete.

Evaluation

Taking into account the difficulty of these materials, the following evaluation procedures might be considered:

1. Have students complete a quiz of 20 of the SELF CHECK questions with a minimum score of 16.
2. Have students prepare a report on the women's movement, emphasizing areas such as education, law, medicine, labor, and so forth.
3. Have students prepare a report on the continuing battle over ERA.

Additional Suggested References

Buek, Alexander and Jeffrey N. Orleans. "Sex Discrimination: A Bar to a Democratic Education: Overview of Title IX of the Education Amendments of 1972," Connecticut Law Review, VI (1), (Fall, 1973).

Foxley, Cecilia H. Locating, Recruiting and Hiring Women: An Equal Opportunity Approach. Garrett Park Press, 1976.

Ninety-Third Congress of the U.S., Economic Problems of Women -- Hearing Before the Joint Economic Committee. U.S. Government Printing Office, 1973.

Ross, Susan C. The Rights of Women: An American Civil Liberties Union Handbook. Discus Books, 1973.

Unit 6: SEX DISCRIMINATION AND THE LAW

PRE-TEST

T F 1. Our legal system is permeated with the idea of female supremacy and male inferiority.

2. The struggle for women's rights grew out of _____.
   a. the Women's Suffrage Movement
   b. Prohibition
   c. the Civil War
   d. the Anti-Slavery Movement

3. The Nineteenth Amendment to the Constitution gave women the right to _____.
   a. vote
   b. hold political office
   c. drink alcoholic beverages
   d. a public education

4. The Equal Pay Act of 1963 forbids employers to discriminate in _____ on the basis of sex.
   a. hiring
   b. promotion
   c. pay
   d. all of the above

5. Title VII of the Civil Rights Act prohibits employers from discriminating on the basis of sex unless it can be shown that:
   a. discrimination would protect women from harsh working conditions and long hours
   b. women would benefit financially from the discrimination
   c. hiring a male or female would disrupt the work environment
   d. sex is a legitimate occupational requirement

6. Executive Order 11246 (as amended by 11375) forbids sex discrimination by:
   a. federal contractors with contracts over $10,000
   b. public schools
   c. private businesses
   d. the federal government

7. Titles VII and VIII of the Public Health Services Act:
   a. make it illegal to exclude students from health training programs on the basis of sex
   b. apply to teachers and employers who work with students covered by the Public Health Services Act
   c. apply to medical schools, training programs, teaching hospitals, and internships
   d. all of the above

8. Title IX of the 1972 Education Amendments:
   a. forbids sex discrimination in schools receiving federal funds
   b. applies only to private schools
   c. applies only to schools below the high school level
   d. applies only to sex-segregated institutions of higher learning

9. The Equal Protection Clause of the Fourteenth Amendment:
   a. requires states to treat their citizens equally in their application of the laws
   b. forbids states to discriminate on the basis of sex
   c. forbids the federal government from discriminating on the basis of sex
   d. b and c

10. The Education Amendments of 1976 contain a clause requiring the elimination of sex stereotyping in:
    a. vocational education
    b. employment
    c. school athletic programs
    d. school disciplinary policies

Answers: 1. F; 2. d; 3. a; 4. c; 5. d; 6. a; 7. d; 8. a; 9. a; 10. a

Unit 6: SEX DISCRIMINATION AND THE LAW

Specific Objectives

1. Students will correctly answer 25 of the 32 content questions included in the SELF CHECK.

2. Given a description of discriminatory action, students will correctly identify in written form in four or five instances, the law or regulation which applies.

3. Students will develop a one-paragraph essay which briefly addresses the history of the women's movement. At a minimum, some mention of three of the following four items must be included: (a) the anti-slavery movement, (b) the Nineteenth Amendment, (c) the civil rights movement, (d) Title IX.

Unit 6: STUDENT MATERIALS

SEX DISCRIMINATION AND THE LAW

In many societies of the world today, women are considered to be inferior to men. The United States is no exception although the situation is gradually changing. According to Elizabeth Gould Davis, this has not always been the case in spite of what masculinist historians would have us believe.[71] Ms. Davis cites archeological findings of successful pacifist female-dominated societies that flourished prior to and during the early periods of the Bronze Age as evidence for her conclusions. The tombs of several ancient female rulers have been found with drawings and relics depicting females as society heads with males comprising the working, subservient class. Ms. Davis contends that the over-throw of female rulers by nomadic bands of barbarous males in the early Bronze Age originated the era of masculine supremacy which continues in most of the world to the present day. Male historians, she continues, have rewritten history down through the ages with a masculine point of view, removing women from their rightful place in the forefront of early societal development.

Whether one accepts Ms. Davis' contentions or not, it is true that many early societies were run by women who enjoyed a much more powerful role than does the female in many parts of the world today. In our own country, the legal inferiority of women was evident from our country's inception. Otherwise, it would not have been necessary to enact the several pieces of legislation forbidding discrimination on the basis of sex.

Our country did not invent the concept of the inferiority of women. Our own legal system is based on English Common Law which is permeated with the idea of male supremacy and female inferiority. Under English common law, marriage was regarded as an "ownership" arrangement rather than a partnership. At the time of her marriage, a woman ceased to exist as a separate human being. All her property became her husband's; his home was hers; she could not enter into contracts; and he represented her at the polls. He also had the right to discipline and restrain her since he was legally responsible for any crime that she committed. Women were legally considered to be dependent on men regardless of their ages.

Women's legal status changed gradually as wives became involved in their husband's business and political affairs. The first demand for equal rights in America is believed to have occurred in Maryland in 1647.[72] Margaret Brent, the heir of Gov. Leonard Calvert of Maryland, demanded a seat in the Maryland legislature, and was refused only after heated debate.

The Women's Rights Movement in the United States began in 1848 as an outgrowth of the anti-slavery movement. The parallel between these two movements was not accidental. Women such as Lucretia Mott and Elizabeth Cady Stanton saw themselves in a position not entirely unlike the slaves. Both women and slaves were denied rights because of their presumed inferior nature. They were regarded as intellectually incapable of making important decisions, even decisions as to what to do with their personal lives. Decision-making was thought to be best left to men (white men) as was the care of those less capable (women, children and slaves). Thus, women and slaves were treated much like children, incapable of independent living and destined, because of their presumed intellectual inferiority, to have their lives controlled by men. The parallel between the position of women and slaves is not an exact one however. White women were not bought and sold during this time as pieces of property as were slaves nor were white women relegated to the role of manual laborer as the slaves were. At the same time, neither were slaves placed on pedestals as white women were. Still, both women and slaves were regarded as men's property whose purpose it was to serve him and meet his needs. It was this parallel between women and slaves that women such as Lucretia Mott and Elizabeth Cady Stanton saw. The concept of women's rights was thus a logical progression from slaves' rights to human rights. A process with similar stages has occurred in the 20th century with the Civil Rights Movement and the present Women's Movement. The parallel between the two seems to have matured finally in the form of the recent Human Rights movement so ardently supported and encouraged by President Carter. Perhaps individuals are learning from past mistakes and the idea of human equality will become a permanent fixture in contemporary minds and the minds of the generations to come.[73]

The legal landmark in the 20th century women's rights movement is considered to have been ratification of the Nineteenth Amendment, giving women the right to vote. Since its passage in 1920, women's demands for equality have increased and subsequently so has their legal status. Women no longer remain satisfied with their inferior position but are instead demanding equal educational opportunities, the right to work outside the home, equal pay, free choice of jobs, the right to own their own property and the right to enter into business relationships. Many women have also become quite active in politics and have begun to initiate human rights legislation themselves.

The remainder of this section will discuss the major equal rights legislation affecting women at present. As you read the discussion of the legislation, you will probably become aware that this legislation really applies to all people, both men and women of various ethnic, racial, and religious backgrounds, and not just women.

SELF-CHECK: Check your memory of the material that you just read before going ahead.

1. The legal inferiority of women in this country evolved directly from _____ upon which our own legal system is based. Although historically, the inequality of women goes back much further.

   a. French government
   b. Canadian law
   c. English common law
   d. German aristocracy

2. The Women's Rights Movement in the United States grew out of the _____ movement.

   a. immigrant
   b. suffrage
   c. political
   d. anti-slavery

3. The Nineteenth Amendment to the U.S. Constitution provided women with the right to _____,

---

1. c ; 2. d ; 3. vote

Equal Rights in the Work Force

There are three basic legal orders which guarantee equal rights in employment for women and other minority groups. They are the Equal Pay Act, the Civil Rights Act, and Executive Order 11246.[74]

Equal Pay Act of 1963[75]

The Equal Pay Act was the first piece of federal legislation forbidding sex discrimination in employment. The act, an extension of the Fair Labor Standards Act, is designed to:

> "prohibit discrimination on account of sex in the payment of wages by employers engaged in commerce or in the production of goods for commerce." (P.L. 88-38).

Until 1972, most persons in education were exempt as were executive, administrative and professional exployees and outside sales personnel. It now covers all these individuals as well as all employees covered by the minimum wage provision of the Fair Labor Standards Act.

The Act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts. In the case of Schultz vs. Wheaton Glass Co. in 1970, a Federal circuit court decided that women's and men's work do not have to be identical in order for them to receive equal pay. They must only be "substantially similar." Thus, Wheaton Glass Co. was ordered to pay female selector-packers no less than male selector-packer-stackers even though men occasionally performed approximately 16 additional tasks that women were not asked to do.[76]

In the case of Brennan vs. Prince William Hospital in 1974, further details of what constitutes substantially similar work were outlined. In this case, the duties of nurses aides and orderlies were not judged to be dissimilar enough to merit higher pay for orderlies. Further, the court decreed that males cannot be paid higher wages for extra duties when:

1. some males are paid more than females but are not required to perform the extra duties;

2. female workers also perform extra duties equal in skill, effort and responsibility;

3. female workers who are capable are not given the opportunity to perform the extra duties;

4. the "extra duties" do not exist;

5. the extra duties require a small amount of time and effort and are of little importance to the job; and

6. third persons who perform the extra duties as their major job are paid less than the male workers in question.[77]

In the case of Corning Glass Works vs. Brennan in 1974, the Supreme Court ruled that a company, in order to remedy pay discrimination, must raise the salaries of the lower paid group rather than lower the salaries of the higher paid group. The case involved a pay differential between men who worked the night shift and women who worked the day shift. Male night shift workers were paid more than female day shift workers over and above the company's increased compensation for night shift work alone. The court ruled that the firm was not abolishing discrimination by integrating male and female jobs nor by paying the higher wage to women who transferred to the night shift and paying the lower wage to men who transferred to the day shift. Only by raising the rates of the lower paid group to that of the higher paid group could "equal pay for equal work" be restored.[78]

In spite of the fact that over $20,000,000 in back wages have been awarded in court action as a consequence of this Act, it is still limited in its capacity to impact on sex discrimination. For example, job segregation is not covered by the Act nor are hiring practices, promotions and seniority. Further, companies may continue to support salary inequities until a charge is filed and a court decision is reached. Thus, employers are judged innocent until charges are made and supported by court decisions of guilty.

Charges of violations of the Equal Pay Act should be filed with the Wage and Hour Division of the Department of Labor, the federal agency responsible for enforcing the law. There are offices in Washington, D.C., and in other cities around the country. Although complaints may be filed

in the form of an individual complaint, class-action suits, suits charging discrimination against women or men as a class, are usually more effective in getting the court's attention and in remedying discrimination against an entire group of people rather than one person. For example, if a secretary charges under the Equal Pay Act, that she is being discriminated against in salary, it would be easy for the firm to have the charges dismissed on the grounds that she is often late for work, fails to take initiative, etc. On the other hand, if she charges that all female clerical workers are paid less than male clerical workers, her charges are apt to have more force and would be more difficult to refute, if in fact the charges are true. Further, if our hypothetical secretary were to file charges as an individual and win in court, any other females in the firm would have to institute a new legal complaint process in order to force the firm to comply with the Act in their particular case. A class action suit, in essence, would benefit everyone in a particular class, thereby saving time in the legal bureaucracy that can sometimes leave court decisions tied up in hearings and appeals for years.

Once a complaint is filed, the Wage and Hour Division will send an investigator around to determine whether or not a violation has occurred. The name of the complaintant is withheld upon request. In fact, investigators from the Wage and Hour Division often investigate businesses without any formal complaints being made. Formal complaints, in order to be honored, must be made within two years of the discrimination or within three years if the discrimination was "willful."

Once an investigation has been made and a violation discovered, the investigator will attempt to collect back wages for the complaintant plus a formal agreement from the employer agreeing to raise the future pay of the complaintant to an equitable level. If this fails, the Labor Department will initiate a law suit. Formal complaints through the Wage and Hour Division may be by-passed in favor of a personal lawsuit initiated by the complaintant if the complaintant chooses to do so.

SELF-CHECK: Test your knowledge of what you just read.

4. The Equal Pay Act of 1963 prohibits: (Circle answer)

   a. sex discrimination in hiring
   b. sex discrimination in pay
   c. sex discrimination in all areas of employment
   d. both a and b

5. In a recent court decision, it was determined that men's and women's work (does, does not) have to be identical to be considered equal. (Circle one)

6. In a situation where women are paid less than men, companies (may, may not) lower the salaries of the higher paid group in order to equalize salaries. (Circle one)

7. Charges of violations of the Equal Pay Act should be filed with: (Circle answer)

   a. the Office of Civil Rights
   b. the American Civil Liberties Union
   c. the Bureau of Labor Standards
   d. the Wage and Hour Division of the Department of Labor

8. It is often more useful to file a _____ action suit than one as an individual.

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4. b ; 5. does not; 6. may not; 7. d ; 8. class

Title VII of the Civil Rights Act of 1964[79]

Passed in 1964, Title VII of the Civil Rights Act is an essential legal order guaranteeing the rights of several minority groups. The Act specifically prohibits discrimination on the basis of sex, race, color, religion and national orgin in the terms, conditions and privileges of employment. In addition to prohibiting pay discrimination, the Act also prohibits discrimination in recruiting, hiring, firing, assignment, transfer, promotion, training, sick leave, vacation, overtime, insurance and pension. Because of its comprehensiveness and strict enforcement, Title VII of the Civil Rights Act is probably the most effective legal

tool to use against discrimination on the job. The Act covers private employers with 15 or more employees, public and private employment agencies, labor unions with 15 or more members, public and private educational institutions, state and local governments, and federal employees. Private membership clubs and Indian tribes are exempted. The Act did not cover state and local government employees until it was amended in 1972 by the Equal Employment Opportunity Act.

The Civil Rights Act was originally intended to protect the rights of blacks. In its early stages, this Act prohibited discrimination in employment practices, salaries, promotions, fringe benefits and training on the basis of race, color, religion, or national origin. Sex discrimination was not originally included because many feared that it would cause the defeat of the Act and thus harm the cause of all minority group members, including women. Some southern legislators who opposed the Civil Rights Act thought that by including a provision to prohibit sex discrimination, the entire legislation would be defeated. Although claiming to be "perfectly serious," it was clear that Rep. Howard Smith of Virginia was not serious in his insistence on equal rights for women when he proposed the sex provision to the 1964 Civil Rights Act. Judging from the deafening laughter that boomed from the Congressional floor when the sex amendment was proposed, Rep. Smith was sure that he had, through skillful mainpulation, caused the defeat of the Civil Rights Act. To everyone's surprise, the Act passed 168 to 133. Far from being inconsequential, the Civil Rights Act has served as a major legal tool for helping to defend women's equal employment rights in the courts.[80]

A guiding principle that employers are urged to keep in mind when applying Title VII to their specific situation is to determine whether any of their employment policies refer to only one sex. If such policies do exist, it is the responsibility of the employer to prove that the policy in question discriminates justifiably. The only condition under which this can be proven is to demonstrate, for example, that all members of one sex have certain qualifications <u>because of their sex</u> necessary to perform a particular job adequately whereas all members of the other sex do not have such characteristics. Can you think of a situation in which only one sex (and all members of that sex) and no members of the

other sex have the characteristics necessary to perform a certain job? If you can think of any such jobs, list them on a separate sheet of paper and save them for a later class discussion.

Employers are not allowed to discriminate in hiring on the basis of sex because of employment characteristics they assume to be typical of women or men in general. Neither are they allowed to discriminate on the basis of sex due to customer preferences or the preferences of existing employees. Further, the Act forbids limiting women's employment on the basis of existing state "protective" legislation. Such legislation, originally designed to protect women, limits the hours women can work, the amount of overtime they may accumulate, the amount of weight they can lift, etc. It is now realized that such legislation does more to limit women's employment than protect their interests. Courts now are suggesting that such protective legislation either be extended to men or withdrawn altogether.

In the case of Lorena Weeks v. Southern Bell Telephone, a direct challenge came to the practice of envoking protective legislation as a reason for limiting women's employment opportunities. Ms. Weeks, a Southern Bell employee, was denied promotion to the higher paying switchman position because she would be required to lift a 32 lb. weight load. When she made the court aware of the fact that, in her present job, she was required to lift a 35 lb. typewriter, she won the case and was awarded $30,000 in wages and compensation.[81] Clearly, "protective" legislation fails to take into account the individual needs and capabilities of employees and presently does more to restrict employment opportunities than protect the worker.

In the case of Potlatch Forests, Inc. v. Hays et al. (1972), an employer asked the courts to rule that the Arkansas state law requiring overtime pay for women was superceded by Title VII. Apparently, the firm thought it would win and would no longer be required to pay women workers overtime. The court decided that there was no conflict, since the employer could abolish the discrepancy by paying men overtime as well at the same rate required for women.[82] In instances such as this, men have benefited greatly from equal rights legislation. Laws that exclude

women unjustly should be attacked while those that offer benefits to women only can be extended to men.

As an outgrowth of the Civil Rights Act, sex-segregated want ads were prohibited in 1968 and job titles were changed to non-sexist terminology. Job title changes are still being made with the goal of making the job market receptive to both males and females in all areas. Men, for example, would probably be more apt to apply for a job labeled "sewer" than "seamstress." Likewise, a female would probably be more apt to apply for a job labeled "repairer" rather than "repairman."

Other areas of employment covered by the act include any practice which locks workers into low-paying jobs because of their sex. For example, a company is not permitted to hire men and women only for certain departments in their plant. Neither may companies refuse to hire women in certain areas because they would have to be provided with restroom facilities, seats, breaks, or other special provisions. Likewise, seniority practices which lock workers into low paying positions or exclude workers because of their sex are illegal.

In a landmark case, the supreme court ruled in Phillips v. Martin Marietta Corporation, that companies may not refuse to hire or promote mothers because of child care responsibilities if these companies hire and promote fathers.[83] The rule of equal treatment on the job is indisputable under Title VII. Also, under Title VII, maternity leave is to be treated as any other physical disability with appropriate leave time granted and reinstatement to pre-leave job status upon return.

As you can see, the coverage of Title VII is much more extensive than that of the Equal Pay Act. Legal authorities often recommend that individuals, when filing a complaint, do so under Title VII in addition to other pieces of legislation whenever possible.

The difficulty with Title VII is the tremendous backlog of cases in the files of the agency charged with its enforcement, the Equal Employment Opportunity Commission (EEOC). It is estimated that a complaint filed with the EEOC requires from two to three years to be resolved, although there are ways to speed the process. In 1974, the EEOC had a backlog

of 1600 sex discrimination complaints against colleges and universities alone.

The first step in the process is to file a complaint at the nearest EEOC office within 180 days of the date that the discrimination occurred. The EEOC will then send a copy of the complaint to the appropriate state or city agency. After 60 days have passed, the EEOC then has the right to begin its formal investigation. At that time, a copy of the charges will be sent to the person charged and either an EEOC official will visit the premises and talk with the person charged or the person will be sent a list of questions to respond to. The EEOC then attempts to settle the case out of court. If this fails, the Commission then makes a final decision as to whether or not there is reason to believe that discrimination has occurred. If the Commission determines that there is reasonable cause to believe that discrimination does exist, it makes a final effort to resolve the case, which is called concilliation. If this fails, the Commission will issue the complaintant a "right to sue" notice giving the complaintant the right to take the company to court. At this point, it is more expedient for the complaintant to hire a personal lawyer than to wait for the EEOC to bring suit. With its current backlog, it is likely to take years. Still, the "right to sue notice" will prove to be a useful weapon for the complaint in the court proceedings.

SELF-CHECK: See how much of the materials in this section you recall.

9. Title VII of the Civil Rights Act forbids discrimination on the basis of: (Circle answer)

   a. race
   b. religion
   c. sex
   d. all of the above

10. The Civil Rights Act was originally intended to protect the rights of _____. (Circle your answer)

    a. men
    b. women
    c. blacks
    d. religious groups

11. According to Title VII, employers may not discriminate on the basis of sex unless it can be shown that: (Circle your answer)

    a. business would suffer unless discrimination is practiced
    b. sex is a legitimate requirement for employment in certain areas
    c. other employees object to working with a man or woman
    d. all of the above

12. Title VII makes "protective" labor legislation for women (legal, illegal).(Circle one)

13. Under Title VII, companies (may, may not) refuse to hire, or promote a woman because of her child care responsibilities if they hire and promote fathers. (Circle one)

14. The agency which enforces Title VII is _____.

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9. d ; 10. c ; 11. b ; 12. illegal; 13. may not;
14. Equal Employment Opportunity Commission

Executive Order 11246 as amended by 11375[84]

Although not as powerful as other pieces of legislation, Executive order 11246 can be used in charges of certain instances of discrimination in conjunction with other pieces of legislation such as Title VII. Essentially, the Executive Order forbids any company or agency that has a contract with the federal government over $10,000 to discriminate on the basis of sex. The Order originally applied to race discrimination only but was later extended to sex discrimination by Executive Order 11375.

An Executive Order is a directive issued by the President to the executive branch of government. The order normally requires certain action to be taken or certain policies to be followed. Executive Orders generally have as much power and effect as laws.

Executive Order 11246 also requires federal contractors to take "affirmative action" to ensure that minority groups are treated fairly in areas "including, but not limited to the following: employment, upgrading, demotion, or transfer; recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship." "Affirmative action" means that federal contractors are to analyze jobs in which women and other minority groups are underutilized. This requires submitting plans containing goals for the increased utilization of minority groups covered in this act, specifying timetables for achieving these goals, and describing the methods by which these goals are to be achieved.

The penalty for a contractor's failure to live within the timetable set forth in the affirmative action plan is usually not severe, however. All the contractor needs to do is demonstrate to the government that a "good faith" effort was made and no further action by the government will be taken. Thus, contractors are not required to demonstrate success in overcoming discrimination in order to be in compliance with the Order. The Order is further weakened by the fact that contractors receiving less than $50,000 are not required to have affirmative action plans.

The scope of the Order is also limited. Even though the term "federal contracts" has been broadly interpreted to include grants, there are only 900 of the approximately 2700 institutions of higher education which are actually covered by this Order.[85]

The complaint procedure is also cumbersome and subject to many delays. One reports a complaint to the enforcement agency, the Office of Federal Contract Compliance (OFCC) within the Department of Labor. To be honored, the complaint must be filed within 180 days of the alleged discrimination.

The OFCC will then forward the complaint to the EEOC, who will conduct an investigation and come to a decision. The EEOC will refer its decision to the OFCC who may either accept and act on it or conduct a separate investigation. If the OFCC finds just cause, it may either: (1) withhold federal funds until the contractor complies with the Executive Order, (2) cancel the contract, or (3) forbid the award of any future contracts to the offender. Unfortunately, the OFCC rarely exercises any of these options because of their tremendous backlog. Also, there are no time limits for issuing investigation findings. As a result, many complaints have been held up in investigation for years.

A further factor contributing to the Order's lack of power is the fact that technically, discrimination is not forbidden. An organization legally may choose to forfeit federal money and continue its discriminatory practices. For this reason and those previously discussed, Title VII is a much more powerful piece of legislation to use in the complaint process although organizations can sometimes be "encouraged" into compliance by employees who either threaten them with action or volunteer to help formulate affirmative action plans.

SELF-CHECK: How's your memory of what you just read?

15. Executive Order 11246 (as amended by 11375) applies to _____ contractors.

16. Executive Order 11246 is a (more, less) powerful piece of legislation than Title VII. (Circle one)

17. Contractors (with contracts over $50,000) are also required by the Order to formulate _____ plans.

18. The penalty for non-compliance with the Order is: (Circle answer)
    a. withdrawal of federal funds
    b. contract termination
    c. no possibility of future federal contracts
    d. jail
    e. a, b, c
    f. a, b, c, d

15. federal; 16. less; 17. affirmative action; 18. e.

Equal Rights in the Education System

The women's movement in the United States actually began when some women demanded their right to an education. Women concerned with education were thought to be unfeminine by both men and women. The attitude that women were to remain attractive, dainty and confined to the home conflicted with the more aggressive role of a serious student. Although the right to attend college was granted to some women, for many years they were expected to sit silent in the classroom without interrupting to ask questions or express opinions. Women's colleges actually grew from the idea that women were too meek and too intimidated by men to be able to learn while sitting in the same classroom with them.[86]

Only with the invention of the typewriter and the resulting emergence of business schools to train female "typewriters," as the attractive female operators of these machines were called, was the participation of women in higher education accepted. Women saw this as a chance to secure a relatively "soft" job (as opposed to those requiring heavy physical labor) with some status. Men saw business-school trained women as status symbols in the business office and a possible way of making work easier and more pleasant for themselves. As a result, the clerical occupations became stereotyped as "women's work" as did business school training.[87]

Titles VII and VIII of the Public Health Services Act[88]

Stereotyped ideas of women's work and men's work still exist although certain pieces of legislation are helping to make illegal the out-right exclusion from training programs on the basis of sex. One such piece of legislation is the Public Health Services Act, effective November 1971. Titles VII and VIII of the Act forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act, although a large number do receive such assistance. Also falling within the province

of the Act are hospitals who operate medical schools, training programs and internships. Teachers and employers who work with students covered by this Act are also covered.

The Act was designed to help offset some of the occupational stereotyping so rampant in the health professions. It is now illegal to refuse a male student admission to nursing school on the basis of sex just as it is illegal to exclude a female from medical school on the basis of sex. Lawmakers have come to realize that our country needs as many talented people as possible in the health professions. To limit nursing to women and medicine to men leaves a large amount of talent from the other sex unused.

The penalty for violating this Act is withdrawal of federal funds. Just as with the Executive Order previously discussed, discrimination technically is not forbidden although schools will have to forfeit federal funds in order to continue discriminatory activities.

Complaints of violations of this Act should be filed with the agency responsible for its enforcement, the Office of Civil Rights within the Department of Health, Education, and Welfare (HEW). After the complaint has been filed, HEW conducts a hearing and cancels federal funds if discrimination is found. Aside from court hearings, funds will also be cancelled if: (1) any institution covered by this Act refuses to submit a written assurance to HEW that it will not discriminate, and (2) if periodic reviews by HEW reveal incidences of discrimination.

SELF CHECK:

19. Titles VII and VIII of the Public Health Services Act forbid schools and training programs in the _____ profession from discriminating on the basis of sex.

    a. health
    b. clerical
    c. education
    d. both b and c

20. The anti-discrimination provisions of the Public Health Services Act cover: (Circle answer)

a. students in schools and training programs receiving federal money

b. teachers of these students

c. employers of health training school graduates

d. both a and b

e. all of the above

21. The legal penalty for violating this Act is: (Circle answer)

a. payment of a penalty

b. withdrawal of federal funds

d. firing of those responsible for the discrimination

d. all of the above

22. The Agency responsible for enforcing this Act is the: (Circle answer)

a. Office of Civil Rights

b. EEOC

c. OFCC

d. Bureau of Health Occupations

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19. a; 20. e; 21. b; 22. a

Title IX of the 1972 Education Act[89]

What some consider to be the most far-reaching piece of anti-discrimination legislation in education is Title IX of the 1972 Education Act. It provides that:

> "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Although the Act was passed in 1972, it did not become effective until July 21, 1975. The law covers all schools, from the pre-school level through graduate school, who receive federal funds. In spite of its seemingly comprehensive coverage, there are many loopholes which reduce its effectiveness. These will be discussed later in this unit. Areas in which sex discrimination is prohibited under Title IX include admissions, course offerings, activities, financial assistance, dress, conduct, marital and parental status, provision of school facilities, counseling programs and techniques, and as discussed in a previous section, physical education and athletics, probably the most controversial areas.

Some of the school practices prohibited by Title IX include the following:

- refusing to admit students to courses on the basis of sex. Specific exemptions include human sexuality, which may be offered in a sex-segregated fashion, and chorus, which may require voice ranges of one sex predominately. Further, schools may separate students by sex in physical education classes where contact sports are involved. Also, students may not be grouped according to sex but may be grouped according to ability.

- maintaining sex-segregated interest clubs.

- assigning teaching duties on the basis of sex.

- employing counseling procedures (including tests, career materials and counseling techniques) which discriminate on the basis of sex.

- denying financial aid, benefits, or services to students on the basis of sex.

- discriminating on the basis of sex in providing work-study opportunities and placement of students in employment.

- bestowing student honors on the basis of sex.

- applying sex discriminatory regulations regarding students' marital or parental status.

- denying students the opportunity to participate in athletic competition on the basis of sex. Schools may continue to operate one-sex sports where competitive skill level or contact sports is concerned but they must provide for the other sex a sport in their area of interest. Schools are also required to provide comparable expenditures in sports of both sexes so as not to limit the opportunities of either sex.

- maintaining sex-discriminatory employment practices including hiring, recruiting, salaries, job classification, promotion, fringe benefits, marital or parental status.

One of Title IX's strongest policies concerns schools of vocational education, an area where sex discrimination, bias and stereotyping have been particularly pervasive. Such schools are forbidden under Title IX from discriminating in admissions on the basis of sex; further they may not deny students enrollment in courses on this basis. The law states:

> A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Vocational education schools are also forbidden to discriminate on the basis of marital or parental status and recruitment procedures and practices must also be non-discriminatory. Lawmakers, it seems, have recognized the necessity of equal training opportunities for fair and unimpeded access to high paying, satisfying jobs for both sexes. It is in employment that the most obvious result of sex discrimination is revealed — salary differences between females and males. This is a form of sex discrimination that most people can understand, which probably accounts for Title IX's strong, initial stand on vocational education.

The only schools subject to the anti-discrimination policy in admissions at all levels are public and private vocational education schools. The only other schools to which the admissions policy applies are integrated public undergraduate colleges and public and private graduate and professional schools. Exempted are military schools, religiously controlled schools, undergraduate schools which have "traditionally" and "continually" admitted one sex, and undergraduate professional schools such as engineering and architectural schools. Further, local education agencies are permitted to deny admission to a school on the basis of sex if they make available for the excluded person another school comparable in policy, admissions, courses, services, and facilities. As some legal authorities have concluded, the "legislative preference for moving slowly in higher education" has left its mark in Title IX. Many schools are permitted to continue their discriminatory practices and certain other schools, such as all-female and all-male schools, are given seven years to change. With such permissiveness, Title IX can hardly be regarded as the last word in anti-sex-discrimination legislation.

A further problem with Title IX lies in its enforcement. The agency responsible for enforcement is the Office of Civil Rights within the Department of Health, Education and Welfare. The agency is extremely understaffed and ill-equipped to oversee the large number of schools within their jurisdiction. Also, there are no specific timelines for HEW investigations and decisions, so case resolution may be delayed for a long period of time.

Complaints regarding Title IX violations should be directed to the Director of the Office of Civil Rights. Office staff will investigate the complaint and conduct a hearing. If the complaintant is dissatisfied with the decision, she/he may appeal to the U.S. Court of Appeals.

The penalty for Title IX violations is withdrawal of federal funds. Just as in some of the other pieces of legislation, discrimination is allowed to continue if schools are willing to sacrifice federal money. Such a situation is unlikely, however, since most schools are heavily dependent on federal assistance.

Schools covered by Title IX must also conduct a self-evaluation of all of their policies, examine and identify practices which are discriminatory, and take remedial steps to eliminate the discrimination. They must notify students, staff and employees of their non-discrimination policy, appoint a person to monitor and coordinate compliance efforts, and develop and inform students and staff of a grievance procedure for handling Title IX complaints. Thus, an individual has an opportunity to have complaints resolved at the school level rather than going directly initially to the federal enforcement agency. These local grievance procedures should help resolve cases sooner, and help to avoid the large case build up that so often has occurred within the Office of Civil Rights and the EEOC.

Another legal tool which may be used in sex discrimination complaints is the Equal Protection clause of the Fourteenth Amendment. This will be discussed immediately following the SELF CHECK.

SELF CHECK:

23. With some notable exceptions, Title IX covers schools at all levels who: (circle answer)

    a. admit both males and females
    b. receive federal funds
    c. receive more than $50,000 in federal funds
    d. provide technical and vocational training

24. Read the following situations. Place a check beside each one that is illegal under Title IX of the 1972 Education Act and in the space below each, explain why.

    a. _____ Mary and John both applied to Midtown University, a public University in their hometown. They both had equally high scores on the College Entrance Test although Mary had much better grades than John. Mary was rejected. John was accepted.

b. _____ George, a 10th grader, signed up for typing but when his counselor told him that boys wouldn't do well in typing because they have big knuckles, he withdrew from the course, even though he had earned a B during the first week of class.

c. _____ Susan and Bill were secretly married. Susan became pregnant. When their high school principal discovered it, he suspended Susan.

d. _____ Bob signed up for Home Ec. The teacher told him that since he was the only boy to sign up that he would disrupt the class and would, therefore, not be allowed to enroll.

e. _____ The girls' basketball team at Jones High was told that it would have to dissolve because the boys' team needed the gym to practice.

25. _____ schools are exempt from Title IX coverage.

a. military

b. vocational

c. professional

d. graduate

e. high

26. _____ is the agency responsible for Title IX enforcement.

a. EEOC

b. Bureau of Fair Labor Standards

c. Wage and Hour Division

d. Office of Civil Rights

27. The penalty for Title IX violation is: (circle answer)

a. payment of a penalty

b. withdrawal of federal funds

c. cut-back in staff

d. prison term for those responsible for the discrimination

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23. b; 24. They all illustrate illegal practices.; 25. a; 26. d; 27. b

The Equal Protection Clause of the Fourteenth Amendment[90]

The legal support some individuals have used to win sex discrimination cases is the Equal Protection clause of the Fourteenth Amendment. It states:

> No state shall...deny to any person within its jurisdiction equal protection of the laws.

In other words, states are to treat their citizens equally in their application of laws.

Note that the clause is limited to "state action." Private institutions such as private schools, banks and other private businesses are not covered here. Only those situations involving federal, state and local government are under the jurisdiction of this clause. Individuals who have complaints against private institutions must rely on other pieces of legislation for their legal defense.

In determining whether or not there has been a violation of the Fourteenth Amendment, courts will apply either the "reasonableness" test or the "strict scrutiny" test.[91] The reasonableness test is concerned with whether or not the state had a reasonable purpose in passing the law in question. Is there a difference between the two classes of people mentioned in the law that makes it reasonable for them to be treated differently? If the answer is yes, no violation of the Fourteenth Amendment is found. Such a decision has sometimes defeated sex discrimination charges. In the case of Goesaert v. Cleary, a male judge in Michigan, in applying the reasonableness test, ruled that women could not be bartenders. He concluded that prohibiting women from being bartenders would be a "reasonable" way to prevent moral and social problems.[92] Clearly, the judge's logic in this particular decision is a curious application of the reasonableness test.

Other decisions involving the strict scrutiny test have been more favorable. The strict scrutiny test has been applied more to cases of

race discrimination than sex discrimination. Recently, however, charges of sex discrimination under the Equal Protection clause have received more favorable outcomes when the courts applied the strict scrutiny test than when they applied the reasonableness test.

The strict scrutiny test requires that the court decide whether the state had an important purpose in passing the law in question and whether the classification established by the law accomplished the purpose for which it was intended. If the answer is yes, courts will not rule in favor of the complaintant.

In the case of Stanley v. Illinois, the court ruled in favor of the complaintant after the strict scrutiny test was applied. In this case, the court decided that a state law denying parental status to unwed fathers was in violation of the Equal Protection Clauses.[93] In another case, the Supreme Court ruled that women in the military did not have to prove their husband's dependency status in order to receive medical and housing benefits since men did not have to do so for their wives.[94] Thus, where possible, legal authorities encourage individuals to use the Fourteenth Amendment in addition to other pieces of legislation in charges of sex discrimination since courts increasingly are returning favorable decisions especially under the test of strict scrutiny.

To make a complaint under the Fourteenth Amendment, one need only find a lawyer. There is no requirement to file charges with a federal agency. Consequently, action is likely to be speedier than would be the case if one had to wait behind the backlog of cases currently plaguing most federal enforcement agencies.

Education Amendments of 1976[95]

The Education Amendments were approved in October 1976 as an extension and revision of the Higher Education Act of 1965 and the Vocational Education Act of 1973. Several provisions in the Amendments are aimed at reducing the pervasive sex stereotyping present in state vocational education programs. States that establish an office for the elimination of sex stereotyping in education are to be awarded $50,000 annually which may be used for staff and special projects to overcome sex bias and additional funds for counseling training in techniques to overcome sex stereotyping.

States are also required to review all vocational education programs in the state in order to identify and remedy instances of sex stereotyping. Data on the status of females and males in vocational education programs must be collected, analyzed and disseminated to state and federal personnel as evidence of states' efforts to eliminate sex stereotyping. Further, vocational education programs must insure that the interests and concerns of women are addressed in new and existing programs.

The potential effects of the Education Amendments in reducing sex stereotyping are especially promising since this is the first attention the federal government has given specifically to the problem of sex stereotyping in vocational education. The language of the Amendments spells out the debilitating effects of sex stereotyping and discrimination on equal employment opportunity and recognizes vocational training as a logical place to attack existing discrimination and biases that carry over into the work force.

As is true in several other pieces of legislation, sex discrimination and stereotyping are not forbidden by the Education Amendments. States are offered an incentive to study the problem of sex stereotyping in vocational education programs and take steps to remedy sexist practices. States may legally refuse the $50,000 annual incentive and continue to ignore existing inequities in their vocational education programs. Initial responses to the legislation, however, indicate that few states are likely to refuse to take advantage of the incentive.

SELF CHECK: Finished? See how well you do on this last set of questions.

28. The Equal Protection Clause of the _____ Amendment guarantees citizens equal protection of the laws.

29. The Equal Protection Clause is limited to agencies and institutions under federal, state, or _____ jurisdiction.

30. Which of the following would not be covered under the Equal Protection Clause? (circle answer)

    a. a suit against a state college
    b. a suit against a division of city government
    c. a suit against a bank
    d. a suit against a private school for girls
    e. a and b
    f. c and d

31. To make a complaint under the Fourteenth Amendment one should:

    a. write to the Office for Civil Rights
    b. write to the EEOC
    c. contact the Attorney General of the state in which the discrimination occurred
    d. find a lawyer

32. The Education Amendments of 1976 provide financial incentives for States to eliminate sex stereotyping in _____ programs.

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28. Fourteenth; 29. local; 30. f; 31. d; 32. vocational education

Glossary

1.	access	permission, liberty or ability to enter, approach, communicate with or pass to and from
2.	alleged	said to be true or exist; questionably true or said to be true without proof
3.	archeological	the scientific study of any prehistoric culture by digging remains from the earth and describing them
4.	ardently	glowing with feeling; earnestness; zeal; enthusaism
5.	barbarous	uncivilized; excessively harsh
6.	bestowing	presenting as a gift
7.	bureaucracy	government by bureaus; over-concentration of power in administrative bureaus; excessive governmental red tape and routine
8.	class-action suit	law suit charging legal violations against a group or class of people
9.	compliant	yielding; obliging; giving in
10.	conciliation	the art of reconciling, placating, or winning the favor of
11.	consequently	therefore; as a result of the foregoing
12.	contention	a point made and held to in a debate or controversy
13.	controversial	debatable; causing opposing views to arise
14.	cumbersome	burdensome; troublesome
15.	debilitating	weakening; making feeble
16.	dependent	relying on another for support
17.	discrepancy	the state of being different; at variance
18.	disseminated	dispersed; distributed
19.	dissimilar	unlike; different; not similar
20.	exclusion	the state of being shut out; refused participation in
21.	exempted	freed from obligation or liability; freed from duty
22.	expedient	proper under the circumstances; fit or suitable for the purpose
23.	expenditures	that which is spent or paid out
24.	extensive	of great extent; wide; broad; far-reaching; comprehensive

25.	forfeit	to lose the right; lost by neglect or misconduct
26.	grievance	a wrong, real or imagined, considered as grounds for complaint
27.	hypothetical	assumed; supposed
28.	impact	the forceful effect of one thing on another
29.	incentive	that which initiates action; a motive
30.	inception	beginning; start
31.	inconsequential	of no importance
32.	inferiority	of lower rank; of less importance or value
33.	initial	the beginning
34.	intimidated	fearful or frightened
35.	invoking	to appeal to, to call on with earnest desire
36.	jurisdiction	the power, right or authority to interpret and apply the law; the limits or territory within which authority may be exercised
37.	justifiable	can be shown to be or can be defended as being reasonable, just or right
38.	legislation	a law or laws enacted
39.	manipulation	the act of managing skillfully
40.	monitor	to watch, observe, or check for a special purpose
41.	nomadic	moving from place to place; wandering
42.	pacifist	strongly opposed to conflict, war, or violence
43.	partnership	the state or condition of being a partner; an association; joint interest
44.	permeated	spread through; to penetrate or saturate
45.	pervasive	extending its presence or activities throughout
46.	plaguing	troubling or tormenting
47.	prohibit	to forbid, prevent or hold back
48.	rampant	absence of restraint; widespread
49.	ratification	the act of approving
50.	recipient	one who receives
51.	refute	to prove to be wrong or false
52.	remedial	being able to remedy or correct a deficiency

53.	resolution	solution or explanation of a problem or difficulty
54.	restrain	to limit, keep under control or prevent from doing
55.	scrutiny	searching examination or investigation
56.	seniority	having a privileged status by virtue of continuous service
57.	subservient	serving or acting in a subordinate fashion; excessively submissive
58.	substantially	considerable in quantity; significantly real or large
59.	superseded	take the place of; set aside
60.	unimpeded	not hindered or slowed

Unit 6: SEX DISCRIMINATION AND THE LAW

POST-TEST

1. Our legal system which is said to be based on equality is instead centered around the idea of _____ inferiority.
   a. human
   b. male
   c. female
   d. white

2. The Women's Rights Movement in the United States grew out of _____.
   a. English Common Law
   b. the Anti-Slavery Movement
   c. The Civil Liberties Movement
   d. the Suffrage Movement

3. A legal landmark in women's rights was the passage of the Nineteenth Amendment which:
   a. established the Office of Equal Employment Opportunity
   b. gave women the right to hold public office
   c. gave women the right to vote
   d. created protective labor legislation for women

4. The Equal Pay Act of 1963:
   a. provided for equal educational opportunities for women
   b. prohibited discriminatory hiring practices in state government
   c. required employers to increase the pay of all their female employees
   d. prohibited sex discrimination in pay practices

5. Title VII of the Civil Rights Act of 1964:
   a. prohibits discrimination against minority women
   b. forbids employers to discriminate on the basis of sex unless it can be shown that sex is a legitimate occupational requirement
   c. forbids employers to discriminate on the basis of sex unless women would serve to benefit from the discrimination
   d. both b and c

6. Executive Order 11246 (as amended by 11375) is a (more, less) powerful piece of legislation than Title VII of the Civil Rights Act. (Circle one)

7. Titles VII and VIII of the Public Health Services Act:
   a. forbid the exclusion of males from nursing schools because of their sex
   b. prohibit the exclusion of students for medical training programs on the basis of sex
   c. apply to teachers and employers who work with students covered by the Public Health Services Act
   d. all of the above

8. Which of the following is <u>legal</u> under Title IX of the 1972 Education Act?
   a. offering sex-segregated sporting events for both sexes
   b. awarding financial aid on the basis of sex
   c. placement of students in jobs on the basis of sex
   d. assigning teaching duties on the basis of sex
   e. admitting students to vocational courses on the basis of sex

9. The Equal Protection Clause of the Fourteenth Amendment:
   a. forbids sex discrimination at the federal level
   b. prohibits states from denying their citizens equal protection of the laws
   c. forbids employers to discriminate on the basis of sex in salaries, hiring, recruiting and promotions
   d. all of the above

10. The Education Amendments of 1976 specify that states:
   a. be awarded $50,000 annually to use in overcoming sex bias in vocational education
   b. review all vocational education in order to identify and remedy instances of sex bias and stereotyping
   c. collect, analyze and disseminate data on the status of females and males in vocational education
   d. all of the above

Answers: 1. c; 2. b; 3. c; 4. d; 5. b; 6. less; 7. d; 8. a; 9. b; 10.d

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